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ABSTRACT

In response to a 1993 Minnesota crime bill, four task forces reviewed violence education in professional higher education programs and made recommendations for legislation and law enforcement. The four task forces--in Law, Health Services, Human Services, and Education--made several critical recommendations that applied across professions: interdisciplinary violence education should be taught by knowledgeable faculty for all students in professional education programs; victims and offenders should participate as speakers, panelists, and community resources; protocols should be developed in all professions for dealing with violent or abusive members; cultural competency should be stressed for students and practitioners; pre-admission standards should screen students at risk for violent or abusive behavior; and opportunities for service learning should be provided all students. Among the 10 recommendations for legislation and 6 recommendations for law enforcement were the following: appropriate certification boards should create a specialization in law relative to crimes of violence; law enforcement schools should create experiential learning opportunities in areas related to violence and abuse; and the Peace Officer Standards and Training Board should define "conduct unbecoming an officer" to include patterns of physical, sexual, or emotional abuse or harassment. Appendixes contain a list of task force members and tables showing the evaluation of graduate professional education programs. (JB)

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Higher Education Center
Against Violence and Abuse

ED 392 376

Responding to Violence and Abuse:

Educating Minnesota Professionals for the Future

A Report of the Statewide Task Forces
of the Minnesota Higher Education Center
Against Violence and Abuse

October 1995

HE 028 916

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Dear Colleagues

Violence and abuse in American society are public health issues that concern all people in our society. As this report goes to press, some areas of the state are reporting record levels of homicides and other violent crimes. Never has it been more important for us, as Minnesotans and citizens of our country, to take an active role in helping to end violence and abuse by helping victims find safety, perpetrators to change their behavior, and social institutions, from the family network to formal organizations, to respond differently to this problem.

Minnesotans have long been leaders in creatively addressing the most difficult social problems of our society. People from around the world look to the numerous "Minnesota models," be they in chemical dependency, child welfare, or violence and abuse. It is in this tradition that Senator Jane Ranum and her colleagues at the Minnesota Legislature envisioned Minnesota leadership on the issue of professional education in violence and abuse and funded the initial activities of the Higher Education Center Against Violence and Abuse.

This report brings together the work of over one hundred Minnesota professionals concerned with higher education's response to issues of violence and abuse in our society. Task force members represent the diverse communities of our state, including a variety of professions, personal histories, ethnic and racial groups, and roles. The task forces and their individual recommendations cover four specific, interdisciplinary sets of professions: law; health services; human services; and education. The task forces have worked hard to produce practical and timely recommendations in the six months they have deliberated. Their work speaks for itself.

This report is a culmination of the task forces' work, but it is also a starting point. Now the hard work of implementing these recommendations begins. We welcome your participation in the next steps of this change process.

Sincerely,

Christine Imbra,
Executive Director
Jeffrey L. Edleson,
Professor and Principal Investigator

Acknowledgements

A report of this magnitude and scope is rarely written by one person. Responding to Violence: Educating Minnesota Professionals for the Future is no exception. I believe that if it were not for the support, confidence and encouragement of many people this report would look much different than it does today.

First and foremost, I would like to extend my sincere appreciation to Senator Jane Ranum for having a vision and for being able to articulate that vision to her colleagues in the Minnesota State Legislature. The Legislature put Minnesota at the vanguard once again by providing funds for the nation's first Higher Education Center Against Violence and Abuse. I would also like to extend my thanks to Nancy Bunnett, Senior Policy Analyst for the Minnesota Higher Education Services Office. Ms. Bunnett was involved in every stage of the grant and remained enthusiastic about the Center's activities throughout its initial year.

In addition, I would like to thank Jeffrey Edleson, Social Work Professor, and Jamie Tiedemann, Sexual Violence Program Director, both at the University of Minnesota, for writing the grant and for having a clear understanding of the potential impact a Center of this nature could have on Minnesota professionals. Their stellar support allowed me and the Center's staff to create a project we could all be proud of.

Finally, I would like to acknowledge and thank the Center's staff and Advisory Board members for their assistance, friendship and support this past year. Their commitment to this process enabled task force members to perform their job efficiently and effectively.

Christine Imbra
October 1995

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Executive Summary

The Minnesota Higher Education Center Against Violence and Abuse was established in 1995 with funds from the 1993 Minnesota Omnibus Crime Bill. The Center is a program of the Minnesota Higher Education Coordinating Board (now the Higher Education Services Office) and is located at the University of Minnesota.

A major activity of the Center included the development of four task forces: Law; Health Services; Human Services; and Education. The task forces were charged with reviewing, revising and recommending violence education in nine professional higher education programs:

- Law
- Law Enforcement
- Nursing
- Medicine
- Psychology
- Social Work
- Teacher Education
- School Administration
- Guidance Counseling

Task force members examined preparation, licensing and continuing education and developed an intervention strategy in the form of Recommendations and Strategies for implementation. Recommendations are advisory in nature, yet task force members chose to use the word "will" instead of "should" to provide an aspirational tone. It is the wish of task force members that the recommendations are read with the spirit of that tone in mind.

Several critical themes emerged across professions and task forces:

- All students in Minnesota Higher Education programs in the nine professions studied should have violence education curriculum in their field of study.
- Violence education curriculum should be taught in an interdisciplinary fashion.
- Faculty members teaching violence education curriculum should be knowledgeable in the topic area.
- Victims/survivors and offenders should be invited to participate in the delivery of curriculum as guest speakers, panel members and community resources.
- All professions should have a protocol for dealing with individuals within the profession who are exhibiting violent, abusive or harassing behavior up to and including license revocation.
- Cultural competency is important for students and practitioners, particularly as it relates to violence prevention and intervention.
- Higher education programs in the nine professions studied in this report should have pre-admission standards/criteria that determine if a potential student is at risk for violent, abusive or harassing behavior. The purpose is not to exclude these individuals from education but to identify students in need of additional intervention.
- Service learning, during which students participate in community service efforts to address issues relating to violence and abuse, is an important educational strategy and should be infused into the curriculum of all higher education programs.

These critical themes helped set the philosophical framework for the development of the recommendations and apply to all nine professions studied in this report. Some of the professions included these general themes in their recommendations and others felt that a statement in their introduction would help set the tone of their report.

Recommendations for Law:

- Minnesota's law schools will offer a comprehensive curriculum that prepares law school students to understand, identify and address the causes and effects of violence and abuse.
- Minnesota's law schools will design and offer internship opportunities/experiences relating to violence and abuse for all law school students.
- Minnesota's law schools will encourage and support at least one faculty member who has expertise in violence education.
- Law school admissions officers will ask all potential law school students if they have ever been convicted of or pleaded guilty to a crime.
- All applicants to the Bar will be required to disclose criminal convictions. All practicing attorneys will be required to report criminal convictions prior to license renewal.
- Appropriate certification boards will create a specialization in law relative to crimes of violence which requires specific education.
- Providers who produce "Bridge the Gap" programs for recent law school graduates will include a section on violence and abuse issues
- The Higher Education Center Against Violence and Abuse or a similar organization will provide resources for law school and continuing legal education faculty, students and attorneys to access information on violence and abuse issues.
- The Continuing Legal Education Board will expand their course approval criteria so that courses/workshops addressing violence and abuse education that relate to the practice of law are recognized for credit.
- Minnesota's providers of continuing legal education will sponsor/provide more quality programs on violence and abuse issues.

Recommendations for Law Enforcement:

- Law enforcement faculty will be knowledgeable about current violence issues and know how to turn theory into practice.
- The Peace Officer Standards and Training (P.O.S.T.) Board will review current curriculum objectives relating to violence and abuse to determine if they are translating into effective law enforcement practice.
- Minnesota's law enforcement schools will create experiential learning opportunities in areas related to violence and abuse for law enforcement students.
- The P.O.S.T. Board will define "conduct unbecoming an officer" which will include patterns of physical, sexual or emotional abuse or harassment, even short of a criminal conviction.
- A comprehensive continuing education curriculum will be developed to address violence and abuse issues.
- The P.O.S.T. Board will centralize information about violence and abuse training available for licensed peace officers for continuing education credit.

Recommendations for Nursing:

- Key nursing abilities on issues of violence and abuse will be included and integrated into existing nursing outcomes, as appropriate for the scope of practice.
- All nursing students will attend self-awareness strategizing seminars addressing violence and abuse as part of their educational curriculum.
- The National Council of State Boards of Nursing will be requested to include questions addressing violence and abuse in the Job Analysis Study so they could potentially be included on the National Board Exam.
- The Minnesota Nurses Association (MNA) in conjunction with other health associations will lobby for the Legislature to create a statute that would mandate workplace environments that are free of physical violence and verbal abuse (similar to OSHA standards).
- In the Rules Relating to the Minnesota Board of Nursing definitions and abilities will be made to include violence and abuse.
- A statewide directory of resources of continuing education providers for health care professionals in the areas of violence and abuse will be developed.
- With regard to key nursing abilities (Recommendation # 1) continuing education courses will address ethics, racial, cultural, and sexual orientation sensitivity, utilizing case discussion and practical clinical guidelines.

Recommendations for Medicine:

- Education on violence and abuse will be a part of every medical student's and resident physician's education.
- The Board of Medical Practice and the Minnesota Medical Association will work with the state medical schools to infuse issues of medical jurisprudence, including issues of violence and abuse, into medical school curriculum.
- The Minnesota Board of Medical Practice will work with the Minnesota Medical Association in contacting the American Medical Association and the Federation of State Medical Boards to urge the inclusion of items related to violence and abuse in future standardized professional examinations.
- The Minnesota Board of Medical Practice will strongly encourage health professionals, employers and professional associations to create incentives for all practitioners to take continuing education violence prevention training.
- All specialty boards will include violence and abuse issues in their educational and testing requirements.

Recommendations for Psychology:

- Psychology students at both the undergraduate and graduate levels will be educated on violence and abuse issues through coursework and/or other learning opportunities including practica, internships, research opportunities and independent study.
- Each higher education institution in Minnesota will ensure the assessment of their psychology faculty's expertise on violence issues.
- In order to be re-licensed in the state of Minnesota, a psychologist must have four (4) hours of continuing education on violence and abuse issues per renewal period.
- Continuing education courses on violence and abuse will be more diverse and accessible to psychologists around the state.

Recommendations for Social Work:

- Social work students at both the undergraduate and graduate levels will be educated on violence and abuse issues through coursework and/or other learning opportunities including practica, internships, research opportunities and independent study.
- The Minnesota Board of Social Work will work to ensure that applicants for a social work license are tested on knowledge of violence and abuse-related issues, including mandated reporting laws.
- In order to be re-licensed in the state of Minnesota, a social worker must have ten percent (10%) of continuing education units on violence and abuse issues per renewal period.
- The Board of Social Work will recognize service learning on violence-related issues and allow continuing education units to be used for experiential learning.
- Continuing education courses on violence and abuse will be of high quality, diverse and accessible to all social workers.

Recommendations for Teacher Education:

- Students enrolled in higher education teacher preparation programs will be required to take a course on violence education.
- Service learning will be a part of all teacher preparation programs with an emphasis on prevention strategies for violence and abuse.
- The Board of Teaching will revoke the teaching license of any teacher who is physically, sexually or emotionally abusive or exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.
- Any teacher who was schooled outside of Minnesota will not be licensed until they have attended violence education training in Minnesota.
- Continuing education for teachers will be restructured into "content areas," one of which will include violence education.
- Minnesota schools will develop strategies to create a service learning model for teachers that would put Minnesota at the vanguard in violence prevention and community building.

Recommendations for School Administration:

- School administrators will have coursework on violence and abuse issues in their educational preparation.
- Faculty teaching in school administrator programs will be knowledgeable about and prepared to teach violence and abuse courses.
- Rules and statutes governing principals and superintendents will be reviewed to infuse violence and abuse issues.
- The State Board of Education will revoke the license of any school administrator who is physically, sexually or emotionally abusive or who exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.
- Continuing education providers will offer high quality courses on violence and abuse.
- The State Board of Education, Board of Teaching and school administrators will support the development of a model for service learning as an effective violence prevention strategy for students and teachers.
- School administrators will be required to take ten percent (10%) of their continuing education credits in violence and abuse education and ten percent (10%) of their continuing education credits in diversity, including but not limited to race, culture and sexual orientation, per renewal period.

Recommendations for Guidance Counseling:

- Effective violence education programming for guidance counselors will include knowledge, skills and dispositions on violence issues.
- The Board of Teaching will revoke both the teaching and counseling license of any guidance counselor who is physically, sexually or emotionally abusive or exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.
- Guidance counselors will have two functions related to violence education in schools:

  They will provide developmental intervention and counseling

  They will provide violence education and prevention programming.

- In order to maintain a license, guidance counselors in the state of Minnesota will attain twenty-five (25) hours of continuing education units in violence education and training per renewal period.
- The Board of Teaching Rules regarding guidance counselors will be amended to include language that pertains to violence prevention and intervention.
- Continuing education for guidance counselors will include performing community-based violence prevention education.

The Minnesota Higher Education Center Against Violence and Abuse

Mission

The Center's primary mission is to revise the preparation, licensing and continuing education of a wide range of Minnesota professionals on issues of violence and abuse.

Outcomes

When professionals intervene they will be more likely to:

- Provide safety to victims/survivors of violence
- Offer a clear and consistent message to both perpetrators and victims/survivors that violence will not be tolerated
- Alter systems so that they respond in a similar manner

Purpose and Scope

The Minnesota Higher Education Center Against Violence and Abuse works in cooperation with organizations statewide to develop higher education programs that prepare professionals to provide safety and services to victims of violence, hold perpetrators accountable for their actions, and address the root causes of violence. The Center serves as a resource to all Minnesota higher education institutions and to selected professional licensing agencies.

The work of the Center is to promote professional and general education about prevention, extent, causes and interventions for all types of violence. Violence is understood to include not only violent "street" crimes, but also domestic violence, rape, child abuse and neglect, abuse of vulnerable adults, harassment based on gender, race or sexual orientation, hate/bias crimes, sexual exploitation of clients, and all other forms of violence, abuse and harassment.

Activities

Task Forces

Task forces evaluated professions within the following four professional areas: law; education; health services; and human services. The focus was on training and licensure of lawyers, law enforcement officers, nurses, physicians, psychologists, social workers, teachers, school administrators and guidance counselors. Task forces assessed and recommended changes in current professional programs, licensing and accreditation standards relating to professional responsibilities in addressing violence, abuse and harassment. Plans and recommendations for revising the preparation, licensing and continuing education of professionals will become the future work of the Center. The Center will assist all of the professions in formulating the integration of recommended training for their members by providing a list of trainers, curriculum and resources on all forms of violence, abuse and harassment.

Clearinghouse

The Center has developed an electronic Clearinghouse of information that can assist faculty and staff in developing higher education curricula on violence and abuse. The Clearinghouse supports professional education for working with victims/survivors and perpetrators. Information in the Clearinghouse is available to people in higher education statewide and includes resources to assist all Minnesota colleges, universities and career schools. The Clearinghouse showcases information developed or written by state and national experts on violence and harassment. Staff of the Center maintain existing entries and input new information and resources regularly.

Conferences

The Center will facilitate and co-sponsor conferences on topics related to violence and abuse that are initiated by institutions of higher education in collaboration with community-based Minnesota organizations. The Center will convene a statewide conference focused on "Higher Education's Role in Ending Violence and Abuse." This conference will feature academic, professional and community representatives and will highlight ways in which higher education can play multiple roles in ending violence and abuse.

Outreach

Staff are committed to holding Center events and activities in various locations throughout Minnesota. Regional meetings will be convened annually in order to provide access to and input from professionals in each region. Constituents in the state have access to the Center through electronic networking, a newsletter, a statewide toll free telephone and membership on various committees.

Members of the Higher Education Center Against Violence and Abuse Advisory Board include:

Mary Albrecht
MN Coalition Against Sexual Assault

Nancy Biele
Consultant - Violence Prevention

Nancy Bunnett
MN Higher Education Services Office

Judith Canney
Minneapolis Technical College

Barbara Carson
Mankato State University

Melvin Carter
St. Paul Police Department

Jeffrey Edleson
University of Minnesota

Marti Erickson
University of Minnesota

Susan Furstenberg
University of Minnesota

Eng Her
Hmong Minnesota Association

Susan Lowe
Minneapolis Community College

Mario Prada
University of Minnesota - Crookston

Jane Ranum
MN State Senate

Barbara Shank
University of St. Thomas

Matthea Little Smith
MN Coalition for Battered Women

Debra Smith-McGee
Medical Institute of Minnesota

Donald Streufert
Center for Reducing Rural Violence

Carol Sullivan
MN Department of Education

Jamie Tiedemann
University of Minnesota

Mary Trippler
U. S. Department of Justice

Paul Tschida
University of Minnesota

Sheila Wellstone
Senator Wellstone's Office

History of Initiative

The Minnesota State Legislature passed legislation in 1992 directing the Higher Education Coordinating Board (now the Higher Education Services Office) to survey recent college graduates in the state and evaluate the adequacy of the professional education they had received about violence and abuse. In February 1993 the Inventory of Post-Secondary Courses on Violence and Abuse* was published by the Higher Education Coordinating Board. A task force of higher education and licensing board representatives reviewed the survey results as well as an inventory of current courses on violence and abuse. Their recommendation to the State Legislature, found in the Report of the Task Force on Professional Education about Violence and Abuse,** was to establish a Higher Education Center Against Violence and Abuse.

The Legislature recognized the critical role of professional education in preparing graduates to be part of the state's strategy to reduce violence, abuse, and harassment by supporting the task force's recommendation. Legislation and funding to establish the Higher Education Center Against Violence and Abuse was part of the 1993 Minnesota Omnibus Crime bill.

Following the establishment of the Center in mid-1994, a plan was developed and implemented to systematically review nine professions for adequacy of violence prevention education and to determine if students were adequately prepared for their professional work as it pertained to violence-related issues.

Over a six month period in 1995 the Higher Education Center Against Violence and Abuse convened four Task Forces: Law; Education; Health Services; and Human Services. These task forces were the culmination of a three year effort by the Higher Education Coordinating Board to ascertain the level of preparation students in Minnesota's higher education system received on violence prevention education and training. Once it was determined that student preparation in Minnesota higher education institutions is limited in the area of violence prevention education and training, each task force devoted considerable time and attention to the development of recommendations for revisions in student preparation, licensing and continuing education.

This report provides an overview of the work of the Task Forces, beginning with the Charge and ending with Recommendations for Change.

* *The concise report can be obtained from the Minnesota Higher Education Services Office.*

** *The complete report can be obtained from the Minnesota Higher Education Services Office.*

Charge

The Task Forces were charged with:

- Reviewing
- Revising
- Recommending

Violence education in nine professional higher education programs:

- Law
- Law Enforcement
- Nursing
- Medicine
- Psychology
- Social Work
- Teacher Education
- School Administration
- Guidance Counseling

Task Force members examined:

- Preparation (Curriculum)
- Licensing (Rules and Regulations)
- Continuing Education (Training and Workshops)

and developed an intervention strategy in the form of recommendations and strategies for implementation.

The Higher Education Center Against Violence and Abuse anticipates that when professionals are adequately prepared to intervene they will be more likely to:

- Provide safety to victims/survivors of violence
- Offer a clear and consistent message to both perpetrators and victims/survivors that violence will not be tolerated
- Alter systems so that they respond in a similar manner

It is with this thought in mind that the spirit of the Task Force work was established and sustained.

Task Force Work

The Higher Education Coordinating Board conducted the initial survey of recent Minnesota college graduates, Recent Graduates Survey of Professional Education about Violence and Abuse: Results and Technical Report,* to determine the adequacy of preparation they received on violence issues (See Appendix A). Table 1 illustrates the need for education on violence issues.

Table 1
Survey of Recent Graduates

Profession	Survey responses	Percent saying their professional work required them to have an understanding of violence, abuse and harassment
Law	136	80
Law Enforcement	150	93
Nursing	187	77
Medicine	102	86
Psychology	67	100
Social Work	82	98
Teacher Education	287	86
School Administration**	56	98
Guidance Counseling**		

The complete report can be obtained from the Minnesota Center for Survey Research.

*** These professions were combined because they have small numbers of recent graduates who are employed in their professions.*

Over three hundred fifty (350) persons were nominated for the four Task Forces, which were organized by professional affiliation.

- Law Task Force
  - Law
  - Law Enforcement
- Health Services Task Force
  - Nursing
  - Medicine
- Human Services Task Force
  - Psychology
  - Social Work
- Education Task Force
  - Teacher Education
  - School Administration
  - Guidance Counseling

Each Task Force was composed of higher education faculty, practitioners, students, representatives from community organizations, licensing agencies, and citizen representatives. An effort was made to include a diverse group of people on each Task Force. Table 2 indicates gender, geographic and racial/ethnic diversity.

Table 2
Task Force Member Representation

Task Force	Male	Female	Greater Minnesota	Persons of Color	Total Members
Law	8(44%)	10(56%)	7(39%)	4(22%)	18
Health Services	5(24%)	16(76%)	4(19%)	2(5%)	21
Human Services	8(33%)	16(76%)	4(17%)	8(33%)	24
Education	6(26%)	17(74%)	9(39%)	4(17%)	23
Totals	27(31%)	59(69%)	24(28%)	18(21%)	86

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Members were also selected to represent a diverse range of organizations as indicated by the Task Force member list that follows (See Appendix B for a list of task force members by task force):

Task Force Members

Jerry Abbott
Bemidji Area Schools

Jim Ambuehl
Morrison County Sheriff's Department

Larry Anderson
University of Minnesota Police

Stephanie Anderson
University of Minnesota - Medical Student

William Anderson
Minnesota Board of Social Work

Richard Auld
Board of Medical Practice

Roberta Ballot
University of Minnesota Hospital and Clinic

Jan Bilden
Grand Rapids Public Schools

Lee Bird
St. Cloud State University

John Blanch
St. Cloud State University

Gaylia Borror
Winona State University

Don Bradel
Bemidji State University

Mary Brandl
Minnesota Coalition Against Sexual Assault

Willie Bridges
Hennepin County Attorney's Office

Kathy Carr
Bemidji State University
Criminal Justice Student

Millie Caspersen
Hennepin County Medical Center

Bonnie Clairmont
Sexual Offense Services of Ramsey County

Michael Cline
Ramsey Family Physicians

Peg Corneille
Minnesota Board of Law Examiners

Richard Crawford
Minnesota Department of Corrections

Pat Cretilli
Mankato State University

Mike Cromett
William Mitchell College of Law

Laurie Desiderato
Bemidji State University

George Droubie
Minnesota Department of Education

Pam Elliott
Abbott and Associates

Adella Espelien
Minnesota Nurses Association

Patricia Frazier
University of Minnesota

Lou Fuller
Minnesota Department of Health

Lila George
Bemidji State University

Al Holloway
Model Cities Family Development Center

Jan Leslie Holtz
College of St. Benedict

Eileen Hudon
Minnesota Coalition for Battered Women

Ann Ibs
William Mitchell College of Law - Student

Barbara E. D. Johnson
Minnesota Board of Nursing

Roberta Jones
Hennepin County Attorney's Office

Mary Nell Kaiser
St. Paul Public Schools

Vivian Klauber
Normandale Community College

Mary Kay Klein
Benshoof & Klein, P.A.

Judith Knutson
College of St. Benedict

Trudy Kunkel
Mankato Department of Public Safety

Julie Landsman
Minneapolis Public Schools

John Laux/Peg Strand
Peace Officer Standards and Training Board

Jean Leicester
Winona State University

Harvey Linder
Minnesota Board of Psychology

Steve Lorenz
Range Technical College

William McGee
Hennepin County Attorney's Office

Michael McGrane
Wilder Community Assistance Program

Tim McGuire
Family Service, Inc.

Geneva Middleton
Normandale Community College

Jeanette Milgrom
Walk-In Counseling Center

Mindy Mitnick
Uptown Mental Health Center

Ed Nadolny
Woodland Center

Darcia Narvaez
University of Minnesota

Willie Nesbit
Lakewood Community College

Maurice Nins, Jr.
Save Our Sons, Inc.

Nadya Parker
University of Minnesota - Doctoral Student

Michele Peterson
University of Minnesota - Medical Student

Margaret Dexheimer Pharris
University of Minnesota - Doctoral Student

David Power
University of Minnesota

Mary Nell Preisler
Private Practice - Mediator

Pat Prinzevalle
Alexandra House

Michelle Proft
St. Cloud State University - Graduate Student

Elaine Prom
Minnesota Board of Teaching

Renee Rau, OSB
University of St. Thomas - Graduate Student

Sharon Rice Vaughan
Metropolitan State University

Nancy Riestenberg
Minnesota Department of Education

Karen Ristau
University of St. Thomas

Lloyd Rivers
Minnesota Chiefs of Police Association

Mark Schmitz
St. Cloud State University - Graduate Student

Jane Schulz
Minneapolis Public Schools

Nancy Schwartz
Dunwoody Institute

Joanne Seaberg
WomanKind

Barbara Shank
University of St. Thomas

Marjory Singher
Sexual Offense Services

Susan Smith-Cunnien
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Fridley Public Schools

Mark S. Vukelich
Minnesota Medical Association

Ike Welborn
Ramsey Action Programs

Denise Wilder
Association of Minnesota Women Psychologists

Oliver Williams
University of Minnesota

Cindy Wold
University of Minnesota - Student

Beth Zemsky
University of Minnesota

Three meetings were conducted before this report was written and disseminated. Each Task Force met for two days in April, one day in June, and one day in September. The first meeting was an overnight retreat to give members the opportunity to get to know each other as well as to provide them with a solid understanding of their charge.

Task Force members studied the two reports disseminated by the Higher Education Coordinating Board and the Rules and Statutes governing the related licensing agencies. Task Force members were also asked to examine current information on coursework, licensing and continuing education and to determine if students were adequately prepared in the professional areas they were assigned (eg: The Law Task Force studied information from Law schools and Law Enforcement programs).

Table 3 provides an overview of the licensing, curriculum and continuing education requirements for the nine professions studied in this report.

Table 3

Overview of Professions

Profession	Number of Programs in State	Licensing Agency
Law	3	Admitted to practice by MN Supreme Court upon recommendation of Board of Law Examiners
Law Enforcement	15	Board of Peace Officer Standards and Training
Nursing	21 (RN) 24 (LPN)	Board of Nursing
Medicine	3	Board of Medical Practice
Psychology	11	Board of Psychology
Social Work	14 undergraduate 4 graduate	Board of Social Work (Exempt: city, county, state employees)
Teacher Education	26	Board of Teaching
School Administration	6	State Board of Education
Guidance Counseling	6	Board of Teaching

A working definition of violence was given to Task Force members before beginning their work. The Minnesota Violence Prevention Advisory Task Force Report* of January 1995 defines violence as:

> Words and actions that hurt people. Violence is the abusive or unjust exercise of power, intimidation, harassment, and/or the threatened or actual use of force which results in or has a high likelihood of causing hurt, fear, injury, suffering, or death.

Each Task Force approached this definition in a different way; some modified the definition while others simply referred to it periodically throughout their work.

	Curriculum	Continuing Education
	• Each law school has broad discretion • No specific requirements for violence and abuse curriculum	45 hours every three years
	• Nature of violence and abuse and working with victims/offenders are integral parts of curriculum	48 hours every three years
	• Rules define outcomes • No specific requirements for violence and abuse outcomes	24 hours - RN 12 hours - LPN every two years
	• Established by degree or training program • Driven by national testing requirements • No specific requirements for violence and abuse curriculum	75 hours every three years
	• Curriculum requirements determined by faculty • Programs do not have to be approved by Board of Psychology • No specific requirements for violence and abuse curriculum	40 hours during preceding renewal period
	• Oppression, discrimination, cultural and social diversity are required • No specific requirements for violence and abuse curriculum	30 hours per biennial license renewal
	• Rules establish skills and knowledge that must be taught • No specific requirements for violence and abuse curriculum	125 clock hours every five years
	• No specific requirements for violence and abuse curriculum	125 clock hours every five years
	• No specific requirements for violence and abuse curriculum	125 clock hours every five years

Violence, for the purpose of the Higher Education Center Against Violence and Abuse, is understood to include not only violent "street" crimes, but also domestic violence, rape, child abuse and neglect, abuse of vulnerable adults, harassment based on gender, race, sexual orientation, hate/bias crimes, sexual exploitation of clients, and all other forms of violence, abuse and harassment.

The complete report can be obtained from the Minnesota Department of Public Safety.

Introduction to Recommendations

The four task force groups each approached their charge in a different way. However, all developed recommendations that involve higher education institutions, licensing agencies and continuing education providers. In addition, some recommendations include statements focused on the Minnesota State Legislature as well as professional associations/organizations.

The nine individual reports each focus on a specific profession and include:

- An introduction by a task force member from that particular profession
- A list of recommendations for each of the three areas explored:
  - Preparation
  - Licensing
  - Continuing Education
- A rationale for each recommendation
- A strategy or strategies for each recommendation

Fifty-six (56) recommendations were made, although no fixed number was expected. The number of recommendations is based on task force members' perceptions of the needs of their specific field. Table 4 illustrates the total number of recommendations per profession and in which area the recommendations were made. Recommendations made in Preparation will be of interest to higher education institutions. Recommendations made in Licensing and Continuing Education will be of interest to licensing boards and professional associations.

Table 4
Task Force Recommendations

Profession	Preparation	Licensing	Continuing Education	Total
Law	4	2	4	10
Law Enforcement	3	1	2	6
Nursing	2	3	2	7
Medicine	2	1	2	5
Psychology	2	1	1	4
Social Work	1	2	2	5
Teacher Education	2	2	2	6
School Administration	2	2	3	7
Guidance Counseling	3	4	1	6
Totals	19	18	19	56

Emerging Themes

Several critical themes emerged across professions and task forces:

- All students in Minnesota Higher Education programs in the nine professions studied should have violence education curriculum in their field of study.
- Violence education curriculum should be taught in an interdisciplinary fashion.
- Faculty members teaching violence education curriculum should be knowledgeable in the topic area.
- Victims/survivors and offenders should be invited to participate in the delivery of curriculum as guest speakers, panel members and community resources.
- All professions should have a protocol for dealing with individuals within the profession who are exhibiting violent, abusive or harassing behavior up to and including license revocation.
- Cultural competency is important for students and practitioners, particularly as it relates to violence prevention and intervention.
- Higher education programs in the nine professions studied in this report should have pre-admission standards/criteria that determine if a potential student is at risk for violent, abusive or harassing behavior. The purpose is not to exclude these individuals from education but to identify students in need of additional intervention.
- Service learning, during which students participate in community service efforts to address issues relating to violence and abuse, is an important educational strategy and should be infused into the curriculum of all higher education programs.

These critical themes helped set the philosophical framework for the development of the recommendations and apply to all nine professions studied in this report. Some of the professions included these general themes in their recommendations and others felt that a statement in their introduction would help set the tone of their report.

Two Final Points:

First, the reader should know that task force members struggled with word usage when designing their recommendations. Although "should" may have been more appropriate as a directive for making recommendations, "will" was chosen to articulate that these recommendations are aspirational in nature. We implore the reader not to ignore the content of the recommendations simply because of the word "will". We do not have a mandate, nor do we wish to offend anyone. We simply felt strongly about our charge.

Second, the list of "strategies" following each recommendation is certainly not exhaustive. We encourage the reader to develop and design additional strategies, if necessary, to assure that the recommendations are implemented. In addition, the reader is encouraged to review the Executive Summary for a list of all 56 recommendations, many of which are pertinent to all professions studied.

Law

Introduction

In meeting its charge to prevent and respond to violence through the education of professionals who are likely to work with victims/survivors and offenders, the Higher Education Center Against Violence and Abuse appropriately focused the attention of one of its task forces on the training and education of lawyers.

Lawyers are accorded status and power through their admission to the bar. They can make a significant impact on society through their actions as attorneys and citizens. Even in the face of contemporary disillusionment over the justice system and its faults, they are looked upon to establish and uphold the aspirational, ethical mores of our society as "ministers of justice."

While such a perspective on lawyering may well seem archaic to some, it is in fact reflected in the view of lawyers incorporated into the preamble to The Minnesota Rules of Professional Conduct for Lawyers, which states:

> A lawyer is...a public citizen having special responsibility for the quality of justice...As a member of a learned profession, a lawyer should cultivate knowledge of the law beyond its use for clients, employ that knowledge in reform of the law, and work to strengthen legal education.

Thus, lawyers play a critical role in shaping our culture's direction. They can be significant actors in working toward a less violent society.

The Law Task Force reviewed surveys of recent law graduates by the Higher Education Coordinating Board and also reviewed course offerings from Minnesota law schools. Both reflected the same pattern: integrated training as to issues of violence and abuse identification and prevention is significantly lacking in current law school and continuing education curricula. While acknowledging the need for specific law-related course content in those venues, the Law Task Force nonetheless strongly endorses specific training that will better enable lawyers–throughout all aspects of their professional life–to understand, identify and address the causes of violence and abuse.

Sonya Steven, Attorney
Law Task Force Member

Preparation

Recommendation #1:
Minnesota's law schools will offer a comprehensive curriculum that prepares law school students to understand, identify and address the causes and effects of violence and abuse.

Rationale:
Eighty percent (80%) of recent law school graduates responding to the Higher Education Coordinating Board survey stated their work has required them to understand issues related to violence and abuse (See Appendix A).

Strategies:
Law school curriculum on violence and abuse issues will include:

- Understanding:
  - The dynamics of violence and abuse
  - The definitions of violence, abuse, harassment, etc.
  - Substance abuse as it relates to violence and abuse
  - The effects and impact of violence
- Identification:
  - Types of violence (ex: child abuse, battering, harassment, etc.)
  - Forms of violence (ex: physical, psychological, emotional, etc.)
  - Coping and stress responses to violence
- Prevention:
  - Resources for victims/survivors
  - Conflict resolution, mediation, arbitration and their limits in dealing with issues of violence and abuse

Recommendation #2:
Minnesota's law schools will design and offer internship opportunities/experiences relating to violence and abuse for all law school students.

Rationale:
Internships in organizations that work with victims/survivors and perpetrators of violent crime will enhance the skills component of curriculum that is not currently found in existing coursework.

Strategies:

- Law schools will require service learning experience for all law students.
- Law schools will form partnerships with community organizations and professional associations to create internship opportunities.

Recommendation #3:
Minnesota's law schools will encourage and support at least one faculty member who has expertise in violence education.

Rationale:
Identifying and designating one or more faculty member(s) with the knowledge base and understanding of violence issues would provide resources at each law school.

Strategies:

- Identify and designate one or more faculty member(s) to provide leadership on violence issues at each law school.
- Provide faculty member(s) with funds to take continuing legal education and professional development in this area.
- Authorize faculty member(s) to:
  - Act as guest lecturer in law school classes
  - Provide faculty development opportunities
  - Infuse violence education into curriculum
  - Encourage writing and scholarship in the area of violence and abuse

Recommendation #4:
Law school admissions officers will ask all potential law school students if they have ever been convicted of or pleaded guilty to a crime.

Rationale:
Standards for admission to law school should be high. Asking about criminal background at this stage would reinforce the expectation that attorneys will be held to the highest standards.

Strategies:
- Design and incorporate a question on law school application that inquires about past criminal history.
- Design admissions standards and provide appropriate career counseling for potential students who have been convicted of a violent crime.

Licensing

Recommendation #1:
All applicants to the Bar will be required to disclose criminal convictions. All practicing attorneys will be required to report criminal convictions prior to license renewal.

Rationale:
Attorneys are perceived as community leaders, dedicated to upholding the law, and as such, should be worthy of holding a license.

Strategies:
- The Board of Law Examiners will design a question on the license renewal application that would inquire about criminal convictions.
- Attorneys will be mandated to report any criminal convictions since prior renewal to the Professional Responsibilities Board.
- Appropriate sanctions will result for failure to report and/or for intentional misrepresentation about a criminal conviction.
- The Professional Responsibilities Board will consider the information and impact of conviction upon the fitness to practice.

Recommendation #2:
Appropriate certification boards will create a specialization in law relative to crimes of violence which requires specific education.

Rationale:
Violence in our society is escalating. Creating a specialization in this area would: assure citizens of attorney competency; provide support for attorneys interested in this issue; recognize the importance of violence issues in the study of law; and provide other attorneys with colleagues that are resources.

Strategies:
- The Legal Certification Board will form a committee to design and develop a specialization in this area similar to other current recognized specializations.
- Minnesota's law schools will develop and design curricula on violence issues so law school students could specialize in this area.

Continuing Education

Recommendation #1:
Providers who produce "Bridge the Gap" programs for recent law school graduates will include a section on violence and abuse issues.

Rationale:
Although not mandatory, many attorneys attend this course. Including a section on violence and abuse would give new attorneys one more opportunity to gain knowledge in this area.

Strategies:
- Contact Minnesota continuing legal education curriculum planners and request that a section addressing violence and abuse be added to the curriculum.
- Contact other continuing legal education providers such as Minnesota Women Lawyers and MILE, and request the same for their relevant programs.

Recommendation #2:
The Higher Education Center Against Violence and Abuse or a similar organization will provide resources for law school and continuing legal education faculty, students and attorneys to access information on violence and abuse issues.

Rationale:
A single center that would act as a clearinghouse for faculty, students and attorneys would provide easy access and up-to-date information on violence issues.

Strategies:

- Minnesota's Law schools and professional legal organizations will contract with the Higher Education Center Against Violence and Abuse or another center to provide information and assistance to faculty, students and practicing attorneys.
- The professional legal associations, law firms, law schools, and foundations will provide funding and encourage support for such a center.

Recommendation #3:
The Continuing Legal Education Board will expand their course approval criteria so that courses/workshops addressing violence and abuse education that relate to the practice of law are recognized for credit.

Rationale:
Current credit approval criteria may exclude violence and abuse curricula. Expanding criteria would allow for more continuing legal education credit around violence issues.

Strategy:
The Continuing Legal Education Board will review and expand criteria to include training related to violence and abuse issues.

Recommendation #4:
Minnesota's providers of continuing legal education will sponsor/provide more quality programs on violence and abuse issues.

Rationale:
Attorneys have recognized a shortage of quality workshops/courses on violence issues available to attend.

Strategy:
The Continuing Legal Education Board will contact continuing legal education providers and request that they make an effort to provide quality programs in the area of violence and abuse and to make certain that programs are current and taught by competent, experienced persons.

Law Enforcement

Introduction

The Higher Education Center Against Violence and Abuse describes itself in part, as working with organizations to develop higher education programs that prepare professionals to provide safety and services to victims/survivors of violence, hold perpetrators accountable for their actions and address the root causes of violence.

As with many of our social ills, law enforcement is the gateway to government's response to the call for help. With rare exception, if law enforcement, as a first responder, does not answer the call in an appropriate manner, that which follows may at best be inadequate or in the least find no subsequent response taking place. Law enforcement officials respond to much more than visible injuries when confronted with issues of violence. The responding peace officer must be prepared to offer options to the victim, deal with the emotional and psychological trauma of the moment, understand the cultural differences of those seeking help, and be knowledgeable about the other important issues involving violence.

All involved in this issue of violence have an important role to play with law enforcement: the Peace Officer Standards and Training Board must adopt realistic and effective learning objectives; higher education must equip candidates with proper foundation; and administrators must continually train and update their police and peace officers on state of the art responses.

A collaborative response to violence from these entities built on understanding, compassion and training will ensure the response from law enforcement will always be the best humankind can offer.

John Laux, Executive Director,
Minnesota Board of Peace Officer
Standards and Training
Law Task Force Member

Preparation

Recommendation #1:
Law enforcement faculty will be knowledgeable about current violence issues and know how to turn theory into practice.

Rationale:
Law enforcement is a direct-service field and faculty need to provide students with a realistic view of what to expect as a licensed peace officer in the areas of violence and abuse.

Strategies:

- Faculty hired to teach in law enforcement programs will have:
  - A demonstrated knowledge of violence issues
  - A theoretical framework as well as practical information on violence issues
  - An understanding of the dynamics of victimization
- Law enforcement schools will require faculty teaching in core areas of law enforcement programs to remain current and knowledgeable on violence issues.
- Law enforcement curriculum on violence and abuse issues will include:
  - Understanding:
    - The dynamics of violence and abuse
    - The definitions of violence, abuse, harassment, etc.
    - Substance abuse as it relates to violence and abuse
    - The effects and impact of violence
  - Identification:
    - Types of violence (ex: child abuse, battering, harassment, etc.)
    - Forms of violence (ex: physical, psychological, emotional, etc.)
    - Coping and stress responses to violence
  - Prevention:
    - Resources for victims/survivors
    - Conflict resolution, mediation, arbitration and their limits in dealing with issues of violence and abuse

Recommendation #2:
The Peace Officer Standards and Training (P.O.S.T.) Board will review current curriculum objectives relating to violence and abuse to determine if they are translating into effective law enforcement practice.

Rationale:
Although learning objectives currently address some violence and abuse issues, there is a concern among law enforcement professionals that learning objectives which currently address violence and abuse issues do not include sensitivity and understanding of this issue in practice.

Strategies:

- The P.O.S.T. Board will form a committee to:

  Review current learning objectives relating to violence and abuse.

  Add violence and abuse issues that are not currently covered in learning objectives.

  Design and develop an instrument that would determine if learning objectives are translating into practice.

- The P.O.S.T. Board will review and incorporate recommendations made by the committee into learning objectives.

Recommendation #3:
Minnesota's law enforcement schools will create experiential learning opportunities in areas related to violence and abuse for law enforcement students.

Rationale:
The more exposure a student has to appropriate interventions in violent situations, the more adequately prepared s/he will be for duty.

Strategies:

- Law enforcement schools will create internship opportunities for students in community organizations that work with victims/survivors and perpetrators of violence.
- Partnerships will be formed between law enforcement schools and agencies and community organizations to provide:

  Drop-in opportunities

  Ride-along experiences

  Mentorships

Licensing

Recommendation #1:
The P.O.S.T. Board will define "conduct unbecoming an officer" which will include patterns of physical, sexual or emotional abuse or harassment, even short of a criminal conviction.

Rationale:
The citizens of Minnesota must be assured that officers are held to the highest standard.

Strategy:
The P.O.S.T. Board will amend their Rules to include this recommendation.

Continuing Education

Recommendation #1:
A comprehensive continuing education curriculum will be developed to address violence and abuse issues.

Rationale:
Ninety-three percent (93%) of new law enforcement officers responding to the Higher Education Coordinating Board survey stated their work required them to have an understanding of violence and abuse issues (See Appendix A).

Strategies:

- Develop a continuing education curriculum to include:
  - Understanding:
    - The dynamics of violence and abuse
    - The definitions of violence, abuse, harassment, etc.
    - Substance abuse as it relates to violence and abuse
    - The effects and impact of violence
  - Identification:
    - Types of violence (ex: child abuse, battering, harassment, etc.)
    - Forms of violence (ex: physical, psychological, emotional, etc.)
    - Coping and stress responses to violence
  - Prevention:
    - Resources for victims/survivors
    - Conflict resolution, mediation, arbitration and their limits in dealing with issues of violence and abuse.
- Four (4) hours of continuing education credit will be devoted to this issue in each renewal period.

Recommendation #2:
The P.O.S.T. Board will centralize information about violence and abuse training available for licensed peace officers for continuing education credit.

Rationale:
Peace officers will be able to access information on violence and abuse in an efficient and easy manner. Currently, there is not a central location that houses this information.

Strategies:

- The P.O.S.T. Board will create a central clearinghouse or contract with the Higher Education Center Against Violence and Abuse for continuing education courses available pertaining to violence and abuse which will include local community resources and expertise.
- The P.O.S.T. Board will monitor the training courses on violence and abuse taken by peace officers to assure that all officers have a variety of continuing education credits in the areas of violence and abuse

Nursing

Introduction

Nurses, regardless of their educational preparation, scope of practice, or practice setting can expect to frequently interact with victims and perpetrators of violence and abuse. Assessment, planning, providing care and evaluation are the essential actions carried out by nurses, who work either independently or in collaboration with other health team members to maximize the health potential of individuals and populations. Increasingly in their practices, nurses are responsible for the primary care of individuals and primary prevention and health promotion efforts in communities. In this capacity, nurses play a significant role in preventing, assessing, and treating victims of violence.

Recognizing the need for nurses to be adequately prepared to intervene in situations where involvement in violent behavior is an issue, the Minnesota Higher Education Coordinating Board surveyed 187 nurses, identified through licensing board records, who are currently employed as nurses and who graduated within the past five years with a nursing degree from a Minnesota institution of higher education. The survey was designed to determine nurses' sense of preparedness in dealing with situations involving violence and to develop a plan to adequately educate nursing professionals so that they understand the prevalence and causes of violence and respond appropriately to the victims, survivors and perpetrators of violence for whom it is their duty to care.

The survey results indicated that seventy-seven percent (77%) of nurses reported being in a work environment requiring an understanding of violence, abuse or harassment. Between sixty and eighty percent (60% - 80%) of nurses surveyed reported feeling inadequately prepared by their nursing education to work with victims and offenders, deal with hate crimes and racism and prevent violence, abuse, and harassment. The areas deemed "most important" in developing future curricula by the nurses surveyed were: child abuse and neglect; abuse of vulnerable adults; identification and prevention of violence, abuse, and harassment; and sexual violence. A survey of all of the schools of nursing in Minnesota showed that all but one program preparing registered nurses and two programs preparing practical nurses offer courses that include violence and abuse issues.

In developing recommendations, the Health Services Task Force discovered that nursing is unique in the way essential curricula is mandated. Unlike boards governing other professions, the Minnesota Board of Nursing stipulates a set of necessary nursing abilities. Under this system, schools of nursing are given complete autonomy in determining the method in which they will prepare their students to meet the essential nursing outcomes. These outcomes are evaluated directly as well as by scores on the national licensing exam. Therefore, in order to impact curricula, it is essential that the items on the nursing licensing exam include questions assessing adequacy of knowledge regarding the prevention and treatment of violence, abuse and harassment and that the necessary nursing abilities stipulated in the Rules Relating to the Minnesota Board of Nursing include abilities related to violence prevention, assessment and treatment.

A working task force group of nurses developed the following set of recommendations for state-wide changes in nursing preparation, licensing and continuing education so that adequate training of all nurses could be assured in the areas of violence prevention and the treatment of victims, survivors and perpetrators of violent acts.

Roberta Ballot, Nurse
Margaret Dexheimer Pharris, Nurse
Health Services Task Force

Preparation

Recommendation #1:

Key nursing abilities on issues of violence and abuse will be included and integrated into existing nursing outcomes, as appropriate for the scope of practice.

Rationale:

Currently there are no specific requirements for violence and abuse educational outcomes in nursing school, yet seventy-seven percent (77%) of recent nursing graduates responding to the Higher Education Coordinating Board survey stated their work has required them to understand issues related to violence and abuse (See Appendix A).

Strategy:

Key nursing abilities will include:

- Prevention, identification, screening, interviewing, documentation, history and assessment
- Types of victimization and effects on victims/survivors across the lifespan
- Interdisciplinary team coordination
- Racial, cultural and sexual orientation sensitivity
- Resources in the community, how referral systems work, mandatory reporting
- Knowledge of crisis intervention theory and strategy
- Familiarity with the experience of victims/survivors and offenders
- Knowledge of the interrelationship between violence and substance abuse

Recommendation #2:

All nursing students will attend self-awareness strategizing seminars addressing violence and abuse as part of their educational curriculum.

Rationale:

It is recognized that persons entering helping fields often have their own issues to address and if these issues are not explored they may interfere in practice.

Strategies:

- Higher education faculty teaching in nursing programs will create seminars that explore nursing students' own history of violence and abuse and substance and alcohol abuse.
- Faculty will offer referral resources to nursing students needing to explore issues at a deeper level than can be achieved in a seminar.
- Faculty will model and teach coping mechanisms for stress and self-care issues.
- Faculty will include knowledge of dynamics of vicarious traumatization in seminars.
- Institutions of higher education will create an environment in which students with high risk psychological/behavioral problems that would predispose them to violent or abusive acts are provided access to:
  - Community mental health centers
  - Individual or group therapy/counseling
  - Chemical dependency counseling
  - Self-help groups (eg: victims/survivors groups, Alcoholics Anonymous, etc.)
- The institution will develop a mechanism to provide further strategies for assistance for students who do not benefit from the above services.

Licensing

Recommendation #1:
The National Council of State Boards of Nursing will be requested to include questions addressing violence and abuse in the Job Analysis Study so they could potentially be included on the National Board Exam.

Rationale:
One identifiable way to impact nursing program outcomes is to include questions pertaining to violence and abuse on the licensing exam. This would reinforce the importance of violence and abuse education.

Strategies:

- The Minnesota Board of Nursing will notify the National Council of State Boards that additional key nursing abilities have been identified regarding violence and abuse.
- The Minnesota Board of Nursing will make direct contact with the National Council of State Boards recommending that questions relating to violence and abuse issues are included on the Job Analysis Study.

Recommendation #2:
The Minnesota Nurses Association (MNA) in conjunction with other health associations will lobby for the Legislature to create a statute that would mandate workplace environments that are free of physical violence and verbal abuse (similar to OSHA standards).

Rationale:
The MNA contract with Twin Cities hospitals provides a model for safe workplace environments, free of physical violence and verbal abuse. This contract will be used as a statewide model because nurses are at the primary, secondary, and tertiary levels of violence prevention.

Strategies:

- A committee of Minnesota Nursing Associations will review the model contract and draft a document for the state legislature.
- Legislators will be involved in all stages of the document.
- A lobbyist from MNA will be assigned to follow the bill through the legislative process to assure passage into law.

Recommendation #3:
In the Rules Relating to the Minnesota Board of Nursing definitions and abilities will be made to include violence and abuse.

Rationale:
Adding definitions and abilities to the Rules ensures that nursing programs will include this topic in their curriculum.

Strategies:

- 6301.0100 - Add "violence" and "abuse" to the definition section.
- 6301.1800 - Add cultural competency, self-care, documentation, recognition and referral, treatment and intervention (secondary and tertiary care) related to violence and abuse, to the abilities that LPN's would be expected to demonstrate.
- 6301.1900 - Add cultural competency, self-care, documentation, recognition and referral, treatment and intervention (1st, 2nd and 3rd degree care) related to violence and abuse to the abilities that RN's would be expected to demonstrate.

Continuing Education

Recommendation #1:
A statewide directory of resources will be developed of continuing education providers for health care professionals in the areas of violence and abuse.

Rationale:
There is currently a tremendous amount of variety in how education is, and can be, delivered. Nursing educators need to know how to access programs and what continuing education programs are available on this issue.

Strategies:

- Designate an agency (ex: Higher Education Center Against Violence and Abuse, Office of Drug Policy and Violence Prevention, etc.) to create the directory and update annually.
- The Minnesota Nurses Association in conjunction with other health organizations will secure funding for the development and dissemination of the directory.

Recommendation #2:
With regard to key nursing abilities (Recommendation #1 - Preparation), continuing education courses will address ethics, racial, cultural and sexual orientation sensitivity, utilizing case discussion and practical clinical guidelines.

Rationale:
Requiring continuing education providers to include these areas in their programming will ensure that standards and quality are established and maintained.

Strategies:

- The Minnesota Nurses' Association will not approve courses that do not include these areas.
- The Minnesota Nurses' Association will notify continuing education providers of this new policy.

Medicine

Introduction

Violence in America has been recognized as both an epidemic and as a public health emergency. The morbidity and mortality from interpersonal violence continues to climb. It is estimated that up to twenty-five to thirty-five percent (25% to 35%) of women who seek care in emergency departments are there as a result of domestic violence. In very few of these cases is domestic violence identified by physicians as a factor in their presenting condition.

Physicians in nearly every field of medicine are in a unique position to recognize the manifestations of violence, be advocates for its victims/survivors, and provide the necessary intervention. The American Medical Association, state medical associations (notably the Minnesota Medical Association), and numerous medical specialty organizations have recognized the magnitude of the problem of violence and are promoting and supporting educational programs to increase physician knowledge of the causes, manifestations and harmful effects of interpersonal violence.

The survey conducted by the Higher Education Coordinating Board polled recent medical school graduates in Minnesota to evaluate the professional education these graduates received regarding violence and abuse. Eighty-six percent (86%) of the respondents recognized that an understanding of violence, abuse and harassment is needed to do their jobs. Many violence issues were seen by these individuals as very important to the education of physicians. The top five issues identified as needing more emphasis were: the identification of violence, abuse, and harassment; child abuse and neglect; abuse and harassment; domestic abuse; and abuse of vulnerable adults.

The physicians group of the Health Services Task Force of the Higher Education Center Against Violence and Abuse was charged with the task of determining the adequacy of violence and abuse education in the preparation (medical school and residency training), licensing and continuing education of physicians. Based on that review, the task force has made recommendations and advised strategies for meeting these education needs.

John Blanch, Physician
Health Services Task Force Member

Preparation

Recommendation #1:
Education on violence and abuse will be a part of every medical student's and resident physician's education.

Rationale:
Information impacts behavior; giving medical students the language, vocabulary, sensitivity and questions to ask will assure a more accurate patient history, diagnosis and treatment plan.

Strategies:

- Medical curriculum will include an understanding of the essential but limited role of the physician in addressing violence and abuse:
  - Identification of violence including prevalence, prevention and assessment
  - Definition of violence
  - Types of violence (ex: child abuse, sexual assault, elder abuse, battering, etc.)
  - Understanding the dynamics of violence and abuse
  - Substance abuse as it relates to violence
  - Violence and abuse as it pertains to professional privilege
  - Victims/survivors resources (ex: intervention and treatment)
  - Working with victims/survivors and offenders
  - Racial, cultural and sexual orientation sensitivity
  - Forms of violence (ex: physical, emotional, psychological, etc.)
  - Coping and stress responses to violence (ex: conflict resolution)
  - Effects and impact of violence including vicarious or direct traumatization
  - Strategies for physician wellness
- A section on violence and abuse will be taught the first quarter of the first year in Clinical Medicine I or equivalent course.
- Create service learning opportunities as part of existing courses which will include working in collaboration with community service agencies (ex: battered women's shelters, sexual assault programs, victim's services programs, etc.).
- Further elective coursework will be offered to students interested in this topic.
- Violence and abuse education and information will be infused into all medical school courses by providing examples and case studies.

Recommendation #2:
The Board of Medical Practice and the Minnesota Medical Association will work with the state medical schools to infuse issues of medical jurisprudence, including issues of violence and abuse, into medical school curriculum.

Rationale:
Given that there is no Minnesota State Medical Exam, the task force felt Minnesota medical schools should be the initial focus of discussion on this topic.

Strategy:
The Board of Medical Practice and the Minnesota Medical Association will meet with representatives of medical schools to implement this recommendation.

Licensing

Recommendation #1:
The Minnesota Board of Medical Practice will work with the Minnesota Medical Association in contacting the American Medical Association and the Federation of State Medical Boards to urge the inclusion of items related to violence and abuse in future standardized professional examinations.

Rationale:
Eighty-six percent (86%) of new physicians surveyed by the Higher Education Coordinating Board stated their work required them to understand issues related to violence and abuse (See Appendix A).

Strategy:
The Board of Medical Practice will assign someone to review and implement this recommendation.

Continuing Education

Recommendation #1:
The Minnesota Board of Medical Practice will strongly encourage health professionals, employers and professional associations to create incentives for all practitioners to take continuing education violence prevention training.

Rationale:
All physicians interface with violence and abuse. Incentives create more of a cooperative effort among associations, employers and practitioners.

Strategies:
- Encourage joint ventures on violence education and prevention between hospitals, HMO's, the Higher Education Center Against Violence and Abuse, etc.
- Offer trainings in the workplace.
- Encourage use of self-directed learning packets, internet, videos, case scenarios, etc.
- Create topic committees in hospitals (similar to bio-ethics committee), speakers' bureau, etc.

Recommendation #2:
All specialty boards will include violence and abuse in their educational and testing requirements.

Rationale:
Within each specialty a significant number of patients will be affected by violence and abuse.

Strategies:
- Each specialty board will include specialty specific information on violence and prevention education.
- A certification for competency in violence education and prevention will be established.

Psychology

Introduction

Violence, abuse and harassment are issues that all psychologists encounter in their work. Wherever psychologists work–in clinical, organizational or academic settings–knowledge about violence, its causes and effects is an essential part of our job. All psychologists must be prepared to address these concerns with their clients, students, trainees, and colleagues.

However, there is startlingly little coursework on violence in the curriculum of Minnesota graduate training programs in psychology. Almost three-quarters of recent graduates from advanced degree programs in psychology report that they did not gain knowledge about violence, abuse and harassment from coursework. These recent graduates overwhelmingly describe the need to develop more graduate coursework on violence-related issues for future psychologists.

Most psychologists currently working were not offered violence-related coursework in their graduate training. These psychologists need continuing education opportunities to obtain and maintain the knowledge and skills to work with violence and abuse-related issues.

As a profession we must recognize the urgent need for psychology to identify and intervene in violence at individual, family, institutional and cultural levels. The goal of psychologists on the Human Services Task Force in offering the following recommendations, is to increase the likelihood that we will be able to address that need responsibly and effectively.

Mindy Mitnick, Psychologist
Denise Wilder, Psychologist
Human Services Task Force Members

Preparation

Recommendation #1:
Psychology students at both the undergraduate and graduate levels will be educated on violence and abuse issues through coursework and/or other learning opportunities including practica, internships, research opportunities and independent study.

Rationale:
Violence is a pervasive social issue. One hundred percent (100%) of the new psychologists surveyed by the Higher Education Coordinating Board stated that their work has required them to understand issues related to violence, yet they did not receive adequate training in this area (See Appendix A).

Strategies:
- All students in psychology programs will receive coursework on violence issues.
- Curriculum will include:
  - Identification of violence
  - Definition of violence
  - Types of violence (ex: child abuse, sexual assault, battering, etc.)
  - Understanding the dynamics of violence and abuse
  - Substance abuse as it relates to violence
  - Conflict resolution, mediation and arbitration and their limits in dealing with issues of violence
  - Victims/survivors resources
  - Working with victims and offenders
  - Racial, cultural and sexual orientation sensitivity
  - Forms of violence (ex: physical, emotional, psychological, etc.)
  - Coping and stress responses to violence (situational and occupational)
  - Prevalence, prevention, assessment, intervention and treatment
  - Effects and impact of violence
- Courses will be interdisciplinary when possible.
- Internships will be created that specifically focus on work in the areas of violence and abuse.

Recommendation #2:
Each higher education institution in Minnesota will ensure the assessment of their psychology faculty's expertise on violence issues.

Rationale:
Instructors teaching psychology courses must have knowledge about violence issues or experience in delivering such course work in order to give students a realistic view of the profession.

Strategies:
- Each higher education institution will ensure an assessment is conducted to determine levels of understanding among its psychology faculty on issues of violence and abuse.
- Higher education institutions will provide resources to aid psychology faculty in developing their knowledge about this issue.
- Research on violence issues will be encouraged by higher education institutions.

Licensing

Recommendation #1:

In order to be re-licensed in the state of Minnesota, a psychologist must have four (4) hours of continuing education on violence and abuse issues per renewal period.

Rationale:

Most Task Force members felt that it was important that at least ten percent (10%) of the continuing education requirement be devoted to violence and abuse issues in order to correct the deficiency in coursework preparation and ensure that psychologists are current in this field.

Strategies:

- The Psychology Statutes and Rules will be amended to include this requirement.
- Accrediting bodies and the Board of Psychology will work together to ensure passage of this amendment.
- The Board of Psychology will keep track of continuing education requirements on violence and abuse.

Continuing Education

Recommendation #1:

Continuing education courses on violence and abuse will be more diverse and accessible to psychologists around the state.

Rationale:

Given that the violence and abuse are a statewide problem, and access to continuing education is important, courses should be offered that are more diverse and accessible to professionals statewide.

Strategies:

- Professional associations will work with continuing education providers to assure diverse, accessible programming.
- Training in the workplace will be encouraged.
- The Board of Psychology will encourage continuing education providers to provide teleconferencing, distance learning, and conferences held around the state.
- The Higher Education Center Against Violence and Abuse or a similar resource will provide a clearinghouse, conferencing and speakers' bureau as other means of accessing information.

Social Work

Introduction

Social work strives to understand people within their situation. It has recognized the importance of understanding how people and their environments affect each other. Environments which are abusive or violent have a violent impact on the people who live within them; people who are violent have a destructive impact on the environments they occupy.

Violence is endemic to our society. When considering the separate processes of learning and applying what one has learned, it is important for social workers to bear the following principles in mind:

- Social workers are expected to translate their diversity training into culturally competent practice in the areas of violence and abuse
- Field practice is essential to learning effective social work intervention in this area
- Collaboration between the community and social work education is critical
- Curriculum development needs to be informed by practice taking place in the field
- There is a relationship between "isms" and violence (ex: racism, sexism, heterosexism, etc.)
- These principles need to be applied at every level of the education process

The profession's tradition of meeting people where they are compels social workers to continue the process of knowledge building about the interaction between abusive environments, violent people and those affected by them. The purpose of such knowledge-building is to better understand and more effectively intervene with people who are in violent and abusive situations.

The ultimate aim of better understanding and effective intervention is change. We live in a society which needs to change its habit of resorting to violence to establish and maintain relationships.

Understand. Intervene. Change. The recommendations of the Social Work professionals on the Human Services Task Force reflect the importance of this process and embody a spirit of urgency directed to all those in human service who desire to make a difference in responding to violence and abuse. We must continually train ourselves to recognize and change situations of violence and abuse. By doing so, perhaps we will help our society arrive at that point described by the German poet Schiller in which "Peace is rarely denied to the peaceful."

Tim McGuire, Social Worker
Human Services Task Force Member

Preparation

Recommendation #1:
Social work students at both the undergraduate and graduate levels will be educated on violence and abuse issues through coursework and/or other learning opportunities including practica, internships, research opportunities and independent study.

Rationale:
Ninety-eight percent (98%) of recent social work graduates surveyed by the Higher Education Coordinating Board stated their work has required them to understand issues related to violence and abuse (See Appendix A). Implementing this recommendation will provide students with a comprehensive curriculum on violence education.

Strategies:

- A social work education on violence and abuse issues will be based on five benchmarks of learning.
  - History and philosophy will include:
    - Definitions of violence
    - Tension and controversy in the field
    - History of violence and oppression, beliefs about power, political origins
    - Physical and emotional violence
    - Critical thinking and competing values
    - Ethics, standards and professional responsibility
  - Research and theory will include:
    - Comparative examinations of competing theories
    - Empirical foundations of theories
    - Studies of incidence, prevalence and causes
    - Evaluations of social interventions
  - Assessment will include:
    - Basing assessments on ethical, legal and agency requirements
    - Community needs
    - Identification of violence
    - Knowledge of community resources
  - Intervention and practice will include:
    - Didactic knowledge base about the effects and dynamics of living with violence
    - Knowledge about working with victims/survivors and offenders
    - Strategies and interventions for working with victims and offenders
    - Field work which assists students in identifying oppression
  - Policy and prevention will include:
    - Systems perspectives on social work
    - Policy analysis and policy change - fundamental to prevention of violence
    - Policy and practice that is grounded in research
- Social work faculty who teach curriculum will be experienced in the field and will invite community members into the classroom to discuss violence issues.

Licensing

Recommendation #1:
The Minnesota Board of Social Work will work to ensure that applicants for a social work license are tested on knowledge of violence and abuse-related issues, including mandated reporting laws.

Rationale:
Social workers spend a significant amount of time working with victims and offenders of violent crime. Before being allowed to practice, they should be tested for competency in this area.

Strategies:
- The Minnesota Board of Social Work will work with AASSWB to ensure that the national licensing exams have an appropriate number of violence-related test items.
- The Minnesota Board of Social Work will develop a state licensing exam that will address legal and ethical responsibilities relating to issues of violence and abuse, including mandatory reporting.

Recommendation #2:
In order to be re-licensed in the state of Minnesota, a social worker must have ten percent (10%) of continuing education units on violence and abuse issues per renewal period.

Rationale:
Mandating continuing education units provides some assurance that all social workers are exposed to the issue of violence and abuse.

Strategies:
- The Board of Social Work will implement this requirement as soon as possible.
- The Board of Social Work will track compliance of this requirement through record-keeping systems.

Continuing Education

Recommendation #1:
The Board of Social Work will recognize service learning on violence-related issues and allow continuing education units to be used for experiential learning.

Rationale:
Experiential learning is a valid and valuable form of learning about violence and abuse and should be credited toward a social worker's continuing education requirement.

Strategies:
- The Board of Social Work will develop a policy around this recommendation and implement as soon as possible.
- The Board of Social Work will contact all social workers to inform them of this policy.

Recommendation #2:
Continuing education courses on violence and abuse will be of high quality, diverse and accessible to all social workers.

Rationale:
Given that violence and abuse are a statewide problem, and access to continuing education statewide is important, courses should be offered that are more diverse, of higher quality and more easily accessible to professionals statewide (ex: financially, geographically, to persons with disabilities, etc.).

Strategies:
- The Board of Social Work will reinforce the importance of this recommendation by requesting providers to address issues, such as cost, quality and access.
- Professional associations will work with continuing education providers to assure diverse, accessible programming.
- The Higher Education Center Against Violence and Abuse or a similar resource will provide a clearinghouse, conferencing and speakers' bureau as other means of accessing information.

Teacher Education

Introduction

There is no question in the minds of thoughtful citizens of any political persuasion in the United States that violence in this country is at a dangerous level. This understanding, combined with the fact that there is an increase in violent crimes committed by young people, makes violence prevention and conflict resolution education a number one priority for all institutions from pre-school to college.

Despite the urgency of our situation as classroom teachers and as teacher trainers, there is neither a required course in violence prevention nor required continuing education work in methods of dealing with abuse and neglect. In a survey conducted by the Higher Education Coordinating Board eighty-seven percent (87%) of educators saw the necessity for developing new courses and workshops in the areas of child abuse and neglect, prevention of violence and harassment, sexual violence and racial and cultural sensitivity. Their top issue, above all the others, however, was the need for further work in the identification of violence, abuse and harassment.

Educators are giving us a mandate to find useful ways to help them in their classrooms, be they new teachers or those with many years behind them. At the present moment teachers have to learn about these issues on their own, while at the same time, their work in the schools has required them to understand issues related to violence and abuse.

There are many ways to help teachers: training in peer mediation techniques, classroom management techniques, workshops in identification of abused children and reporting procedures. Changing general attitudes toward women and young people of color can also be part of instruction in prevention of violence. Mentoring, community involvement and parent support groups are several ways schools can reach out to their local districts and neighborhoods for help. It is no longer just a question of such coursework being a frill, or an add-on in our work in the classrooms of this country. The conclusion of the educators on this Task Force was that violence prevention education is basic to successful education for all teachers and for all students in our schools. The rate at which young people are resorting to violence, the availability of weapons and the climate of our country at present make such education a top priority for all of us who are concerned about our students, and our sons and daughters.

Julie Landsman, Teacher
Education Task Force Member

Preparation

Recommendation #1:
Students enrolled in higher education teacher preparation programs will be required to take a course on violence education.

Rationale:
Eighty-six percent (86%) of recent teacher education graduates surveyed by the Higher Education Coordinating Board responded that their work requires them to have an understanding of issues related to violence and abuse (See Appendix A).

Strategies:

- Higher education faculty in teacher preparation programs will design, develop, and implement a curriculum on violence.
- The curriculum will focus on process and content and will include, but not be limited to:
  - Conflict resolution
  - Human relations
  - Racial, cultural and sexual orientation sensitivity
  - Substance abuse
  - Types of violence (ex: child abuse, sexual assault, sexual harassment, battering, etc.)
  - Dynamics of violence - causes, effects, oppression, etc.
  - Identification and intervention strategies
  - Laws-mandated reporting
  - Resources available
  - Prevention strategies
  - Forms of violence (ex: physical, emotional, psychological, etc.)
  - Coping and stress responses to violence (situational and occupational)
  - Philosophy and implementation of service learning
- The delivery of this curriculum will be specific and concrete and will use real life examples (ex: speakers, community organizations, etc.).

Recommendation #2:
Service learning will be a part of all teacher preparation programs with an emphasis on prevention strategies for violence and abuse.

Rationale:
Service learning creates real life experiences for students that impacts classroom learning and enhances the lives of others.

Strategies:

- Higher education faculty in teacher education programs will revise curriculum to include service learning experiences.
- A component of service learning opportunities will include reflection papers/exercises to ensure students are applying theory to practice.
- Supervision and guidance will be required of all students involved in service learning opportunities.

Licensing

Recommendation #1:
The Board of Teaching will revoke the teaching license of any teacher who is physically, sexually or emotionally abusive or exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.

Rationale:
Teachers have an ethical responsibility to students, colleagues and parents to perform their duties in a professional, non-abusive manner.

Strategy:
The Board of Teaching will adopt a protocol that teachers will report to their supervisors a colleague who is demonstrating abusive/harassive behavior.

Recommendation #2:
Any teacher who was schooled outside of Minnesota will not be licensed until they have attended violence education training in Minnesota.

Rationale:
The expectation is that all teachers in Minnesota have pertinent and equivalent training on violence education issues.

Strategies:
- The Board of Teaching will design training to supplement the education of a teacher transferring to Minnesota from another state.
- The Board of Teaching will not license a teacher transferring to Minnesota from another state unless they have participated in the training.

Continuing Education

Recommendation #1:
Continuing education for teachers will be restructured into "content areas," one of which will include violence education.

Rationale:
Currently, there is no structure for one hundred twenty-five (125) clock hours of continuing education across school districts. A structure would provide assurance that teachers were competent in certain areas.

Strategies:
- Violence education content areas will be identified by the Board of Teaching, State Board of Education and teachers.
- Once content areas are identified, ten percent (10%) of one hundred twenty-five (125) clock hours will be assigned to the violence education content area.
- School districts and the Board of Teaching will track compliance to ensure content areas are covered.

Recommendation #2:
Minnesota schools will develop strategies to create a service learning model for teachers that would put Minnesota at the vanguard in violence prevention and community building.

Rationale:
Teachers have expressed that service learning provides them with an opportunity to rejuvenate and to integrate themselves into the communities of their students. Teachers all over the state would enter their communities and become more in touch with and part of their students' lives, families, recreational centers, churches, etc.

Strategies:
- An implementation committee will be established in each school district to develop and design a service learning model which could include, for example, the "four days of classroom/one day of service learning" concept.
- The Board of Teaching will support passage of this model.
- The Board of Teaching will expand continuing education criteria to include service learning experiences and attach continuing education credit to those experiences.
- Professional teacher associations will take leadership on this issue and support teachers in this effort.

School Administration

Introduction

Increasingly, violence in the schools is becoming a major concern. Flyers announcing educational meetings are, with more frequency, addressing the issues of violence and abuse in the schools. There is hardly a meeting for school administrators that does not address the issue. Communities all over America are considering new ways of combating violence in the schools. Legislation is being proposed in nearly every state and schools are building new policies and regulations to deal with these serious problems.

You could not have a meeting of teachers without the subject being addressed. Eighty-five percent (85%) of the recent teacher education graduates said their work has required them to understand issues related to violence and abuse.

The Gallup Company, a company with a long history of polling people about a number of subjects, indicates a growing concern on the part of parents about violence in the schools. At a recent meeting of sixty (60) school superintendents at the University of Southern California, it was topic of concern. Although the focus of this meeting was technology, most wanted to discuss violence in the schools. When asked about the agenda for the next year, most indicated an interest in addressing this growing problem. One superintendent from the east indicated that he felt it was time to place uniformed officers in his secondary schools as a deterrent to violence.

With this in mind, a committee of school professionals sponsored by the Higher Education Center Against Violence and Abuse has been meeting to consider making recommendations to the Board of Teaching regarding the preparation of school administrators, and the licensure and relicensure of school administrators in the area of violence and abuse. All members of the committee agree that more needs to be done to ensure proper training in this area.

The public school system in America is at risk because of a number of factors. One of them is the increase of violence in the schools. Placing two or three thousand young people under one roof, many of whom come from dysfunctional homes, is a formula for trouble. School people are not trained to meet the new demand placed on them by these new problems. Therefore, it is critical that new administrators are prepared to address school violence. Because most of the practicing school administrators have not had any training in the subject, it is critical they be required to learn new skills, attitudes and behaviors. This can only happen through licensure requirements.

Our children deserve schools where they are free to learn in a setting free of violence and abuse. Parents expect their children to attend schools free of violence and abuse. This effort by the Higher Education Center Against Violence and Abuse aims to make this happen for each and every child and family in Minnesota.

Jerry Abbott, Assistant Superintendent
Education Task Force Member

Preparation

Recommendation #1:
School administrators will have coursework on violence and abuse issues in their educational preparation.

Rationale:
Ninety-eight percent (98%) of school administrators responding to a survey conducted by the Higher Education Coordinating Board stated that their work experience required them to have an understanding of violence and abuse issues (See Appendix A).

Strategies:

- Curriculum will include more "hands on" information (practical intervention, responses, etc.) than theory.
- Curriculum will include:
  - Identification of violence
  - Definition of violence
  - Types of violence (ex: child abuse, sexual assault, sexual harassment, battering, etc.)
  - Understanding the dynamics of violence and abuse
  - Substance abuse as it relates to violence
  - Conflict resolution, mediation and arbitration and their limits in dealing with issues of violence
  - Victims/survivors resources
  - Working with victims and offenders
  - Racial, cultural and sexual orientation sensitivity
  - Forms of violence (ex: physical, emotional, psychological, etc.)
  - Coping and stress responses to violence (situation and occupational)
  - Prevalence, prevention, assessment, intervention and treatment
  - Effects and impact of violence
  - Violence and the law
  - Assessment of work place climate
  - An understanding that violence issues pertain to all socio-economic levels
  - Philosophy and implementation of service learning
- School administrators will be experts in conflict resolution, stress management/reduction and laws and legislative process. Professional education programs in the State of Minnesota will infuse this information into curriculum.
- Mentorships and/or a component of service learning will be required for school administrators.

Recommendation #2:
Faculty teaching in school administrator programs will be knowledgeable about and prepared to teach violence and abuse courses.

Rationale:
Given that school administrators will be at the forefront in providing information and expertise on violence intervention to their local schools, their learning must be provided by adequately prepared professionals and in an open and tolerant atmosphere.

Strategies:
- Faculty teaching in school administrator programs will be assessed for knowledge and experience in violence and abuse issues.
- Professional development of faculty will include continuing education in violence and abuse issues.
- Faculty will demonstrate a commitment to violence education and prevention.

Licensing

Recommendation #1:
Rules and statutes governing principals and superintendents will be reviewed to infuse violence and abuse issues.

Rationale:
There are currently no specific rules that address violence and abuse. The Task Force felt it was important to add this issue to the rules.

Strategies:
- For addition to the rules and statutes that govern principals:

  S. - Add "all forms of harassment."

  H. - Create a climate free of violence and abuse changed to "create a school climate free of violence, abuse, and harassment."

  R. - Add "foster a non-violent environment."
- For addition to the rules and statutes that govern superintendents:

  T. - Relate policies and issues to the welfare of students.

Recommendation #2:
The State Board of Education will revoke the license of any school administrator who is physically, sexually or emotionally abusive or who exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.

Rationale:
School administrators have an ethical responsibility to students, colleagues and parents to perform their duties in a professional, non-abusive manner.

Strategy:
The Board of Education will adopt a protocol that school personnel will report to their supervisors, or local Board of Education, any school administrator who is demonstrating abusive/harassive behavior.

Continuing Education

Recommendation #1:
Continuing education providers will offer high quality courses on violence and abuse.

Rationale:
There are currently courses on violence and abuse, but there is some concern about quality. An expectation of high quality would force continuing education providers to deliver training and conferences that meet this expectation.

Strategies:
- Higher education institutions will offer courses on violence and abuse for licensed professionals.
- Ethics will be addressed in training, particularly as it relates to mandated reporting, laws, etc.
- The licensing boards will encourage high quality programming in this area by developing a list of criteria for continuing education providers.

- Courses will focus on process and content and will include topics on:
  - Empowerment and success
  - Role modeling and resiliency
  - Conflict management
  - "No tolerance of violence" school climate
  - Forgiveness and self-care
  - Working with the media
  - Working with other systems
  - Ethics
  - Identification of violence
  - Definition of violence
  - Types of violence (ex: child abuse, sexual assault, battering, sexual harassment, etc.)
  - Understanding the dynamics of violence and abuse
  - Substance abuse as it relates to violence
  - Victims/survivors resources
  - Racial, cultural and sexual orientation sensitivity
  - Prevalence, prevention, assessment, intervention and treatment
  - Effects and impact of violence

Recommendation #2:
The State Board of Education, Board of Teaching and school administrators will support the development of a model for service learning as an effective violence prevention strategy for students and teachers.

Rationale:
Service learning experiences would get students and teachers into the community, which is an effective violence prevention strategy. School administrators felt they and their schools needed to be more in touch with families and communities.

Strategies:
- Community forums will be conducted to bring communities and schools closer together.
  - Forums will identify areas in which students and teachers could work and benefit.
  - Community members will provide a closer look at family and extra-curricular life of students.
  - Schools will invite community organizations addressing violence to the forums.
- Support for this model will come from:
  - The State Board of Teaching
  - The State Board of Education
  - Parent Teacher Associations

Recommendation #3:
School Administrators will be required to take ten percent (10%) of their continuing education credits in violence and abuse education and ten percent (10%) of their continuing education credits in diversity, including but not limited to race, culture and sexual orientation, per renewal period.

Rationale:
There is a need for school administrators to be more knowledgeable in these areas with the escalation in violence and diverse student/staff populations in schools.

Strategies:
- The State Board of Education will immediately infuse this requirement into the rules.
- The State Board of Education will keep track of credit hours to ensure school administrators are complying with the requirement.
- Continuing education providers will be encouraged to offer high quality training in violence and diversity issues.

Guidance Counseling

Introduction

In this age of ever increasing fiscal restraint, schools are being called on to provide many more non-academic services for students, teachers, administrators and the community. More often than not these services have been reactive rather than proactive. A "band-aid" approach to crisis intervention in schools is a trend of the mid-1990's.

Help comes after a suicide and not before. Citing task forces are commissioned only after many thousands of our children have been lost to them. Runaway hot lines are established after the fact; yet causative factors which necessitated their existence are not examined or treated.

The Higher Education Center Against Violence and Abuse Task Force seeks to address the issues of violence and abuse within a preventative framework by recommending that all Minnesota elementary schools with populations greater than three hundred (300) students in grades K-5 be required to provide a developmental guidance program to be implemented by a licensed elementary counselor.

Elementary guidance is designed specifically to be preventative in nature by providing organized coursework of guidance and counseling services based on children's developmental needs and which helps all children achieve their greatest academic, social, and personal potential (Glosoff and Koprowicz, 1993).

The elementary guidance program consists of six areas which directly impact on children in the school environment.

- Prevention through classroom guidance lessons which are taught in all classes. This part of the program accounts for fifty percent (50%) of an elementary counselor's time during the school year.
- Individual and group counseling
- Referral to community agencies
- Consultation with school staff and community leaders
- Assessment
- Crisis intervention

The most important part of these preventative functions is in the area of classroom guidance. It is through developmental guidance lessons that children learn to value and respect themselves as well as to learn that violent acts against themselves or others is not acceptable. Kindergarten children learn about alcoholism, domestic abuse, how to deal with divorce, stress management techniques, how to make friends, problem-solving techniques, decision making skills, and many more life skills that will enhance their well-being and academic success.

By the time children reach sixth grade they have completed a comprehensive sequenced program of developmental guidance which not only gives them knowledge about violence and abuse but also coping skills. Every effort will be made to provide immediate service to children and families in crisis. This may include individual and/or group counseling as well as making appropriate referrals when indicated.

The Education Task Force of the Higher Education Center Against Violence and Abuse has many recommendations to make, but the most important recommendation is for elementary school counselors to be placed in every Minnesota school. Our children are our greatest hope for the future. It is critical that they be healthy and strong and capable of addressing conflict and crisis as well as violence and abuse in a proactive rather than reactive manner. Through the use of a comprehensive elementary guidance curricula it is believed that children will gain knowledge and skills necessary to grow and prosper in the twenty-first century.

Nell Kinser, Guidance Counselor
Gayla Barton, Associate Professor
Education Task Force Members

Preparation

Recommendation #1:
Effective violence education programming for guidance counselors will include knowledge, skills and dispositions on violence issues.

Rationale:
Guidance counselor programs will be designed, developed and implemented to assure that violence education and prevention components are addressed, particularly since ninety-eight percent (98%) of new guidance counselors responding to the Higher Education Coordinating Board survey stated that their work requires them to have an understanding of violence and abuse issues (See Appendix A).

Strategies:

- Curriculum will include:
  - Identification of violence
  - Definition of violence
  - Types of violence (ex: child abuse, sexual assault, battering, sexual harassment, etc.)
  - Understanding the dynamics of violence and abuse
  - Substance abuse as it relates to violence
  - Conflict resolution, mediation and arbitration and their limits in dealing with issues of violence
  - Victims/survivors resources
  - Working with victims and offenders
  - Racial, cultural and sexual orientation sensitivity
  - Forms of violence (ex: physical, emotional, psychological, etc.)
  - Coping and stress responses to violence (situational and occupational)
  - Prevalence, prevention, assessment, intervention, and treatment
  - Effects and impact of violence
  - Violence and the law
  - Assessment of work place climate
  - An understanding that violence issues pertain to all socio-economic levels
  - Philosophy and implementation of service learning
- Service learning and its philosophical framework will be an integral part of coursework on violence and abuse for guidance counselors.
- Violence education will be integrated throughout curriculum (existing and future courses).

Licensing

Recommendation #1:
The Board of Teaching will revoke both the teaching and counseling license of any guidance counselor who is physically, sexually or emotionally abusive or exhibits a repeated pattern of harassing behavior, if all forms of appropriate remediation have failed.

Rationale:
Guidance counselors have an ethical responsibility to students, colleagues and parents to perform their duties in a professional, non-abusive manner.

Strategy:
The Board of Teaching and State Department of Education will adopt a protocol that guidance counselors and teachers will report to their supervisors a colleague who is demonstrating abusive/harassing behavior.

Recommendation #2:
Guidance counselors will have two functions related to violence education in schools:

- They will provide developmental intervention and counseling.
- They will provide violence education and prevention programming.

Rationale:
All schools in the state of Minnesota should have a guidance counselor on staff in order to help provide a safe, non-violent environment for students and staff. Providing training on violence prevention and awareness would be a step toward early prevention strategies.

Strategies:
- Violence education will be taught at developmentally appropriate levels beginning with elementary students.
- All elementary schools will work toward a 300 to 1 ratio (students to guidance counselor).

Recommendation #3:
In order to maintain a license, guidance counselors in the state of Minnesota will attain twenty-five (25) hours of continuing education units in violence education and training per renewal period.

Rationale:
A significant amount of a guidance counselor's job will require attention to violence issues.

Strategies:
- The Board of Teaching will amend rules/regulations to require this recommendation.
- Continuing education providers will be made aware of requirements to ensure that they understand the importance of this issue and provide quality training.
- The Board of Teaching will keep track of continuing education credits and will not renew a license if this requirement has not been met.

Recommendation #4:
The Board of Teaching Rules regarding guidance counselors will be amended to include language that pertains to violence prevention and intervention.

Rationale:
Reference the standard's expectations for guidance counselors.

Strategies:
- In the Board of Teaching Rules that relate to elementary counselors, additions will be made to the following:

  Subpart 2 - Counseling
  H. - Ability to identify violence/abuse in all students and situations and be able to intervene.

  Subpart 6 - Guidance
  The knowledge and ability to initiate, coordinate and interpret a counseling and guidance program to address the needs of students and families in violence and abuse, for developmental age appropriateness.
- In the Board of Teaching Rules that relate to secondary counselors, additions will be made to the following:

  Subpart 2 - Development Guidance
  G. - Vocation skills - counselor knows sources of violence and can teach violence prevention and intervention strategies to students and adults for developmental age appropriateness.

Continuing Education

Recommendation #1:
Continuing education for guidance counselors will include performing community-based violence prevention education.

Rationale:
Guidance counselors need to become more familiar with the communities in which they work and live. Families also need an opportunity to work with guidance counselors outside the school setting.

Strategy:
The Board of Teaching will require that guidance counselors volunteer at least twelve (12) hours in the community, providing violence prevention education and training per renewal period.

Appendix A

A.1 Evaluation of Graduates of Programs in Law

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Legal implications for the profession	69%	8%	30%
Ethical standards for the profession	64	3	33
Conflict resolution	55	31	14
Racism/discrimination	45	22	34
Sexual violence	40	14	46
Domestic violence	28	14	58
Hate crimes	26	16	58
Physical violence	23	7	71
Identification of violence, abuse, harassment	21	11	68
Child abuse/neglect	21	12	67
Racial/cultural sensitivity	20	9	72
Prevalence of violence, abuse, harassment	15	8	77
Verbal abuse	15	4	81
Emotional abuse	15	3	82
Prevention of violence, abuse, harassment	11	9	81
Abuse of vulnerable adults	8	16	76
Causes of violence, abuse, harassment	7	15	83
Drug or alcohol abuse	7	12	82
Work with offenders	5	42	53
Work with victims	3	35	62

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Prevention of violence, abuse, harassment	73%	22%	5%
Causes of violence, abuse, harassment	69	25	5
Abuse of vulnerable adults	67	30	3
Drug or alcohol abuse	65	27	8
Verbal abuse	64	31	4
Work with victims	63	33	3
Emotional abuse	63	30	6
Child abuse/neglect	63	32	5
Racial/cultural sensitivity	60	29	11
Domestic violence	57	34	9
Prevalence of violence, abuse, harassment	56	37	7
Identification of violence, abuse, harassment	56	36	9
Work with offenders	55	36	9
Physical violence	53	43	5
Sexual violence	53	33	14
Hate crimes	49	40	11
Racism/discrimination	46	39	15
Ethical standards for the profession	35	43	22
Legal implications for the profession	34	36	30
Conflict resolution	29	46	24

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Conflict resolution	65%	19%	15%	3%
Racism/discrimination	62	24	9	3
Ethical standards for the profession	60	25	9	5
Legal implications for the profession	59	24	12	5
Racial/cultural sensitivity	59	23	11	6
Sexual violence	58	31	8	3
Child abuse/neglect	54	25	13	6
Prevention of violence, abuse, harassment	54	26	13	6
Domestic violence	53	24	15	6
Hate crimes	49	27	19	5
Abuse of vulnerable adults	45	29	16	8
Identification of violence, abuse, harassment	44	29	16	8
Work with victims	42	29	15	11
Physical violence	38	32	22	7
Drug or alcohol abuse	36	36	20	7
Causes of violence, abuse, harassment	36	36	17	9
Work with offenders	33	31	19	15
Prevalence of violence, abuse, harassment	32	32	24	9
Verbal abuse	24	29	29	17
Emotional abuse	23	29	33	12

*Excludes "no opinion."

Note: Percentages may not add to 100 percent due to rounding.

Source: Minnesota Higher Education Coordinating Board.

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A.2 Evaluation of Graduates of Programs in Law Enforcement

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Domestic violence	93%	1%	6%
Physical violence	88	3	12
Sexual violence	87	3	10
Drug or alcohol abuse	87	7	6
Identification of violence, abuse, harassment	84	1	14
Child abuse/neglect	82	6	12
Legal implications for the profession	81	3	17
Ethical standards for the profession	81	3	16
Causes of violence, abuse, harassment	79	2	19
Conflict resolution	75	8	17
Racism/discrimination	75	9	16
Hate crimes	73	9	17
Prevention of violence, abuse, harassment	71	5	24
Prevalence of violence, abuse, harassment	73	3	24
Emotional abuse	67	4	29
Racial/cultural sensitivity	64	13	23
Verbal abuse	61	3	36
Abuse of vulnerable adults	58	4	37
Work with victims	53	12	33
Work with offenders	48	13	38

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with victims	43%	46%	11%
Work with offenders	43	45	12
Abuse of vulnerable adults	37	56	7
Prevention of violence, abuse, harassment	33	56	10
Emotional abuse	29	66	5
Verbal abuse	28	65	7
Racial/cultural sensitivity	26	62	12
Hate crimes	25	59	16
Conflict resolution	23	65	12
Child abuse/neglect	22	57	22
Racism/discrimination	21	66	13
Causes of violence, abuse, harassment	20	66	15
Prevalence of violence, abuse, harassment	18	72	11
Identification of violence, abuse, harassment	17	65	18
Legal implications for the profession	15	55	30
Ethical standards for the profession	15	58	28
Sexual violence	13	61	35
Physical violence	10	63	27
Domestic violence	10	50	40
Drug or alcohol abuse	8	62	30

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	83%	14%	1%	0%
Domestic violence	83	15	2	1
Sexual violence	79	17	3	0
Physical violence	75	22	3	0
Conflict resolution	62	25	12	1
Identification of violence, abuse, harassment	61	25	13	1
Prevention of violence, abuse, harassment	60	26	11	2
Legal implications for the profession	59	32	7	1
Drug or alcohol abuse	57	22	17	3
Work with victims	53	29	13	3
Hate crimes	53	34	11	2
Ethical standards for the profession	53	29	16	2
Abuse of vulnerable adults	51	33	13	3
Causes of violence, abuse, harassment	47	32	18	3
Racial/cultural sensitivity	44	32	19	4
Racism/discrimination	44	32	22	2
Prevalence of violence, abuse, harassment	40	40	17	3
Emotional abuse	37	42	21	1
Work with offenders	32	33	28	11
Verbal abuse	31	37	27	5

*Excludes "no opinion"

Note: Percentages may not add to 100 percent due to rounding.

Source: Minnesota Higher Education Coordinating Board

A.3 Evaluation of Graduates of Programs in Nursing

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Abuse of vulnerable adults	[illegible]	[illegible]	[illegible]
Ethical standards for the profession	[illegible]	[illegible]	[illegible]
Drug or alcohol abuse	[illegible]	[illegible]	[illegible]
Legal implications for the profession	[illegible]	[illegible]	[illegible]
Child abuse/neglect	[illegible]	[illegible]	[illegible]
Physical violence	[illegible]	[illegible]	[illegible]
Identification of violence, abuse, harassment	[illegible]	[illegible]	[illegible]
Sexual violence	[illegible]	[illegible]	[illegible]
Causes of violence, abuse, harassment	[illegible]	[illegible]	[illegible]
Emotional abuse	[illegible]	[illegible]	[illegible]
Prevalence of violence, abuse, harassment	[illegible]	[illegible]	[illegible]
Verbal abuse	[illegible]	[illegible]	[illegible]
Conflict resolution	[illegible]	[illegible]	[illegible]
Racial/cultural sensitivity	[illegible]	[illegible]	[illegible]
Domestic violence	[illegible]	[illegible]	[illegible]
Prevention of violence, abuse, harassment	[illegible]	[illegible]	[illegible]
Racism/discrimination	[illegible]	[illegible]	[illegible]
Work with victims	[illegible]	[illegible]	[illegible]
Hate crimes	[illegible]	[illegible]	[illegible]
Work with offenders	[illegible]	[illegible]	[illegible]

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	[illegible]	[illegible]	[illegible]
Hate crimes	[illegible]	[illegible]	[illegible]
Work with victims	[illegible]	[illegible]	[illegible]
Racism/discrimination	[illegible]	[illegible]	[illegible]
Prevention of violence, abuse, harassment	60	36	4
Racial/cultural sensitivity	50	35	6
Conflict resolution	54	38	9
Domestic violence	52	43	5
Causes of violence, abuse, harassment	52	45	3
Emotional abuse	50	46	5
Sexual violence	48	42	10
Verbal abuse	47	49	4
Identification of violence, abuse, harassment	[illegible]	[illegible]	[illegible]
Prevalence of violence, abuse, harassment	43	54	4
Child abuse/neglect	[illegible]	[illegible]	[illegible]
Physical violence	[illegible]	[illegible]	[illegible]
Legal implications for the profession	[illegible]	[illegible]	[illegible]
Drug or alcohol abuse	[illegible]	[illegible]	[illegible]
Abuse of vulnerable adults	[illegible]	[illegible]	[illegible]
Ethical standards for the profession	24	[illegible]	[illegible]

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	[illegible]	[illegible]	[illegible]	[illegible]
Abuse of vulnerable adults	[illegible]	[illegible]	[illegible]	[illegible]
Prevention of violence, abuse, harassment	[illegible]	[illegible]	[illegible]	[illegible]
Sexual violence	[illegible]	[illegible]	[illegible]	[illegible]
Identification of violence, abuse, harassment	[illegible]	[illegible]	[illegible]	[illegible]
Physical violence	[illegible]	[illegible]	[illegible]	[illegible]
Ethical standards for the profession	[illegible]	[illegible]	[illegible]	[illegible]
Legal implications for the profession	[illegible]	[illegible]	[illegible]	[illegible]
Conflict resolution	[illegible]	[illegible]	[illegible]	[illegible]
Work with victims	[illegible]	[illegible]	[illegible]	[illegible]
Drug or alcohol abuse	[illegible]	[illegible]	[illegible]	[illegible]
Domestic violence	[illegible]	[illegible]	[illegible]	[illegible]
Emotional abuse	[illegible]	[illegible]	[illegible]	[illegible]
Causes of violence, abuse, harassment	[illegible]	[illegible]	[illegible]	[illegible]
Prevalence of violence, abuse, harassment	[illegible]	[illegible]	[illegible]	[illegible]
Verbal abuse	[illegible]	[illegible]	[illegible]	[illegible]
Racial/cultural sensitivity	[illegible]	[illegible]	[illegible]	[illegible]
Racism/discrimination	[illegible]	[illegible]	[illegible]	[illegible]
Hate crimes	[illegible]	[illegible]	[illegible]	[illegible]
Work with offenders	[illegible]	[illegible]	[illegible]	[illegible]

*Excludes "no opinion."

Note: Percentages may not add to 100 percent due to rounding.

Source: Minnesota Higher Education Coordinating Board

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A.4 Evaluation of Graduates of Programs in Medicine

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Drug or alcohol abuse	88%	8%	3%
Child abuse/neglect	74	3	23
Ethical standards for the profession	55	3	42
Physical violence	54	1	45
Sexual violence	49	6	45
Identification of violence, abuse, harassment	49	3	48
Abuse of vulnerable adults	42	4	54
Domestic violence	42	4	54
Legal implications for the profession	40	4	56
Prevalence of violence, abuse, harassment	38	0	62
Work with victims	32	12	56
Emotional abuse	31	4	65
Causes of violence, abuse, harassment	32	3	65
Verbal abuse	29	1	70
Prevention of violence, abuse, harassment	28	3	68
Conflict resolution	25	2	73
Racial/cultural sensitivity	23	4	73
Racism/discrimination	18	2	80
Work with offenders	13	13	75
Hate crimes	13	3	84

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	77%	22%	1%
Prevention of violence, abuse, harassment	72	25	3
Hate crimes	70	27	3
Conflict resolution	67	28	5
Work with victims	66	30	4
Racism/discrimination	65	31	4
Racial/cultural sensitivity	63	32	5
Verbal abuse	61	35	4
Emotional abuse	61	32	7
Abuse of vulnerable adults	60	31	10
Identification of violence, abuse, harassment	59	35	6
Causes of violence, abuse, harassment	59	36	5
Domestic violence	58	34	7
Legal implications for the profession	57	32	11
Prevalence of violence, abuse, harassment	54	37	9
Sexual violence	53	35	13
Physical violence	49	41	10
Ethical standards for the profession	42	45	13
Child abuse/neglect	33	52	16
Drug or alcohol abuse	25	46	29

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	78%	16%	5%	1%
Identification of violence, abuse, harassment	72	22	6	2
Drug or alcohol abuse	65	26	9	2
Physical violence	64	27	9	2
Sexual violence	64	26	9	2
Abuse of vulnerable adults	61	29	9	1
Domestic violence	61	27	11	1
Prevention of violence, abuse, harassment	59	29	9	3
Work with victims	55	33	8	3
Ethical standards for the profession	54	34	12	0
Conflict resolution	52	23	20	5
Legal implications for the profession	51	40	9	2
Racial/cultural sensitivity	47	30	17	5
Racism/discrimination	43	30	22	6
Causes of violence, abuse, harassment	41	37	19	3
Prevalence of violence, abuse, harassment	36	41	22	2
Emotional abuse	33	40	22	5
Work with offenders	32	31	31	5
Verbal abuse	29	35	30	4
Hate crimes	29	38	22	10

Excludes exceptions

Note: Percentages may not add to 100 percent due to rounding

Source: Minnesota Higher Education Coordinating Board

A.5 Evaluation of Graduates of Programs in Psychology

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Ethical standards for the profession	52%	8%	39%
Racial/cultural sensitivity	50	11	39
Drug or alcohol abuse	53	27	20
Legal implications for the profession	52	8	40
Child abuse/neglect	50	9	41
Work with victims	46	8	47
Conflict resolution	45	14	42
Racism/discrimination	44	9	47
Physical violence	42	5	54
Emotional abuse	40	5	55
Sexual violence	37	6	57
Prevalence of violence, abuse, harassment	36	5	59
Causes of violence, abuse, harassment	36	6	58
Identification of violence, abuse, harassment	36	6	57
Domestic violence	35	11	55
Verbal abuse	32	3	66
Prevention of violence, abuse, harassment	32	2	67
Abuse of vulnerable adults	27	9	64
Hate crimes	23	6	74
Work with offenders	12	14	74

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	91%	8%	2%
Hate crimes	78	19	3
Prevention of violence, abuse, harassment	78	14	8
Abuse of vulnerable adults	78	22	0
Racism/discrimination	70	25	5
Emotional abuse	69	23	8
Sexual violence	66	27	8
Prevalence of violence, abuse, harassment	66	25	9
Identification of violence, abuse, harassment	64	28	8
Verbal abuse	64	32	6
Causes of violence, abuse, harassment	63	30	8
Physical violence	61	31	8
Racial/cultural sensitivity	61	31	8
Child abuse/neglect	60	24	16
Domestic violence	58	38	5
Work with victims	58	33	9
Conflict resolution	55	34	8
Legal implications for the profession	52	31	17
Drug or alcohol abuse	46	44	10
Ethical standards for the profession	35	37	29

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	86%	14%	0%	0%
Domestic violence	85	15	0	0
Sexual violence	82	19	0	0
Work with victims	82	18	0	0
Identification of violence, abuse, harassment	80	20	0	0
Ethical standards for the profession	80	18	2	0
Racial/cultural sensitivity	76	23	2	0
Prevention of violence, abuse, harassment	74	21	5	0
Physical violence	74	26	0	0
Emotional abuse	74	23	3	0
Conflict resolution	73	25	3	0
Causes of violence, abuse, harassment	72	27	2	0
Verbal abuse	65	24	11	0
Racism/discrimination	64	35	2	0
Legal implications for the profession	64	32	5	0
Abuse of vulnerable adults	64	29	8	0
Work with offenders	62	30	5	3
Prevalence of violence, abuse, harassment	62	32	5	0
Hate crimes	54	33	10	3
Drug or alcohol abuse	52	38	9	2

*Excludes "no opinion."

Note: Percentages may not add to 100 percent due to rounding.

Source: Minnesota Higher Education Coordinating Board

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A.6 Evaluation of Graduates of Programs in Social Work

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	91%	1%	7%
Racism/discrimination	87	1	11
Ethical standards for the profession	86	1	13
Causes of violence, abuse, harassment	76	5	20
Physical violence	75	5	20
Conflict resolution	73	7	20
Work with victims	73	9	19
Child abuse/neglect	72	15	13
Identification of violence, abuse, harassment	72	4	24
Domestic violence	72	11	17
Prevalence of violence, abuse, harassment	68	4	28
Sexual violence	68	4	28
Hate crimes	65	6	28
Abuse of vulnerable adults	65	15	20
Drug or alcohol abuse	63	31	6
Prevention of violence, abuse, harassment	61	4	35
Emotional abuse	54	3	43
Legal implications for the profession	52	5	43
Verbal abuse	51	4	46
Work with offenders	39	14	48

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	68%	28%	4%
Hate crimes	47	42	11
Prevention of violence, abuse, harassment	47	48	5
Legal implications for the profession	44	40	16
Verbal abuse	43	45	13
Emotional abuse	43	44	14
Abuse of vulnerable adults	39	52	9
Sexual violence	35	50	15
Work with victims	35	53	13
Identification of violence, abuse, harassment	34	49	17
Causes of violence, abuse, harassment	34	51	15
Drug or alcohol abuse	32	44	23
Child abuse/neglect	30	49	21
Prevalence of violence, abuse, harassment	27	58	15
Conflict resolution	24	56	19
Domestic violence	23	61	17
Racism/discrimination	22	44	34
Physical violence	22	64	14
Ethical standards for the profession	17	51	32
Racial/cultural sensitivity	15	48	37

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Sexual violence	91%	8%	1%	0%
Work with victims	91	7	1	0
Prevention of violence, abuse, harassment	90	9	1	0
Causes of violence, abuse, harassment	88	11	1	0
Identification of violence, abuse, harassment	87	11	1	0
Racism/discrimination	85	12	3	0
Child abuse/neglect	83	11	5	1
Racial/cultural sensitivity	85	12	3	0
Domestic violence	84	15	1	0
Ethical standards for the profession	82	15	4	0
Conflict resolution	81	14	5	0
Work with offenders	80	14	4	3
Physical violence	79	19	3	0
Abuse of vulnerable adults	76	20	4	0
Emotional abuse	75	21	4	0
Hate crimes	74	20	6	0
Prevalence of violence, abuse, harassment	70	29	1	0
Drug or alcohol abuse	70	27	3	0
Verbal abuse	69	25	6	0
Legal implications for the profession	68	26	6	0

*Excludes "no opinion"

Note: Percentages may not add to 100 percent due to rounding

Source: Minnesota Higher Education Coordinating Board

A.7 Evaluation of Graduates of Programs in Teaching

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	58%	30%	12%
Racism/discrimination	52	4	14
Drug or alcohol abuse	77	7	16
Ethical standards for the profession	69	3	27
Child abuse/neglect	63	9	29
Legal implications for the profession	59	7	34
Identification of violence, abuse, harassment	57	8	35
Physical violence	54	9	37
Hate crimes	52	10	38
Conflict resolution	51	13	36
Sexual violence	50	12	39
Prevalence of violence, abuse, harassment	47	6	47
Causes of violence, abuse, harassment	45	13	42
Emotional abuse	43	10	48
Verbal abuse	40	8	52
Prevention of violence, abuse, harassment	40	13	48
Domestic violence	40	15	46
Abuse of vulnerable adults	37	15	49
Work with victims	13	24	62
Work with offenders	6	24	71

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	52%	47%	1%
Work with victims	27	21	2
Prevention of violence, abuse, harassment	66	27	7
Abuse of vulnerable adults	59	36	5
Domestic violence	55	39	6
Emotional abuse	55	39	6
Verbal abuse	52	41	7
Causes of violence, abuse, harassment	51	42	8
Conflict resolution	50	39	11
Sexual violence	50	41	10
Identification of violence, abuse, harassment	49	42	9
Prevalence of violence, abuse, harassment	47	47	6
Hate crimes	45	42	13
Physical violence	42	48	10
Child abuse/neglect	40	48	12
Legal implications for the profession	39	45	16
Drug or alcohol abuse	32	46	22
Ethical standards for the profession	30	51	18
Racism/discrimination	24	50	26
Racial/cultural sensitivity	21	50	30

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	87%	10%	2%	0%
Identification of violence, abuse, harassment	81	16	3	0
Sexual violence	77	19	4	0
Prevention of violence, abuse, harassment	76	20	4	0
Racial/cultural sensitivity	72	21	7	0
Conflict resolution	71	23	5	0
Racism/discrimination	70	21	8	0
Physical violence	70	25	5	0
Legal implications for the profession	69	23	8	0
Ethical standards for the profession	69	23	6	1
Emotional abuse	63	31	5	0
Causes of violence, abuse, harassment	62	28	9	1
Hate crimes	61	25	11	3
Domestic violence	60	29	9	1
Work with victims	60	26	12	1
Verbal abuse	58	33	9	0
Drug or alcohol abuse	56	33	9	1
Prevalence of violence, abuse, harassment	54	33	11	1
Abuse of vulnerable adults	50	33	14	3
Work with offenders	34	34	18	11

*Excludes "no opinion."

Note: Percentages may not add to 100 percent due to rounding.

Source: Minnesota Higher Education Coordinating Board

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A.8 Evaluation of Graduates of Programs in School Administration and Counseling

Courses Taken on Violence, Abuse and Harassment	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	[illegible]	[illegible]	[illegible]
Ethical standards for the profession	60	4	33
Racism/discrimination	62	4	35
Drug or alcohol abuse	57	15	28
Child abuse/neglect	52	4	43
Conflict resolution	57	15	28
Legal implications for the profession	52	3	44
Sexual violence	55	2	43
Identification of violence, abuse, harassment	52	4	44
Physical violence	46	4	50
Causes of violence, abuse, harassment	46	2	52
Prevalence of violence, abuse, harassment	44	4	52
Domestic violence	42	4	54
Prevention of violence, abuse, harassment	40	4	56
Emotional abuse	37	4	59
Verbal abuse	34	4	62
Hate crimes	35	3	62
Work with victims	29	14	58
Abuse of vulnerable adults	21	14	65
Work with offenders	8	17	75

Adequacy of Education in Violence, Abuse and Harassment	Inadequate	Adequate	Better than Adequate
Work with offenders	30%	15%	2%
Abuse of vulnerable adults	19	24	8
Prevention of violence, abuse, harassment	16	35	2
Hate crimes	38	33	10
Verbal abuse	37	39	4
Work with victims	33	42	8
Emotional abuse	49	45	6
Sexual violence	48	35	17
Physical violence	48	42	10
Domestic violence	48	44	8
Prevalence of violence, abuse, harassment	43	43	13
Conflict resolution	44	35	20
Causes of violence, abuse, harassment	43	47	10
Identification of violence, abuse, harassment	42	45	12
Racism/discrimination	39	43	18
Drug or alcohol abuse	39	42	19
Child abuse/neglect	38	34	28
Legal implications for the profession	37	37	27
Racial/cultural sensitivity	32	42	26
Ethical standards for the profession	28	40	32

Importance in Developing Future Curricula*	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	94%	4%	4%	0%
Sexual violence	89	8	8	2
Conflict resolution	87	13	0	0
Prevention of violence, abuse, harassment	83	15	2	0
Physical violence	79	15	6	2
Identification of violence, abuse, harassment	76	19	6	0
Racial/cultural sensitivity	74	24	2	0
Ethical standards for the profession	73	26	0	0
Legal implications for the profession	74	23	2	0
Racism/discrimination	73	26	2	0
Emotional abuse	69	24	6	0
Prevalence of violence, abuse, harassment	67	31	2	0
Work with victims	61	26	13	0
Causes of violence, abuse, harassment	61	32	9	0
Verbal abuse	59	30	9	0
Hate crimes	57	35	7	0
Drug or alcohol abuse	56	37	7	0
Domestic violence	54	43	2	2
Work with offenders	43	35	22	2
Abuse of vulnerable adults	43	33	22	2

*Excludes "not applicable"

Note: Percentages may not add to 100 percent due to rounding

Source: Minnesota Higher Education Coordinating Board

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Appendix B

Task Force Members by Task Force

Law

Larry Anderson
Don Brudel
Kathy Carr
Bonnie Clairmont
Peg Comeille
Richard Crawford
Mike Crowell
Ann Ho
Mary Kay Klein
Trudy Kunkel
John Lane Peg Strand
Steve Lorenz
William McGee
Maurice Sims Jr
Pat Printevaile
Lloyd Rivers
Susan Smith Cannnon
Sonya Steven

Health Services

Stephanie Anderson
Richard Auld
Roberta Ballot
Lee Bird
John Blanch
Mary Brandl
Millie Caspersen
Michael Cline
Pat Cirrilli
Adella Espelien
Lou Fuller
Barbara Johnson
Vivian Kluber
Judith Knutson
Michele Peterson
Margaret Dexheimer Phatris
David Power
Jane Schulz
Joanne Seaberg
Bo Thao
Mark Vukelich

Human Services

William Anderson
Willie Bridges
Laurie Desiderato
Patricia Frazier
Lila George
Al Holloway
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